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ANNUAL REPORTS

1905

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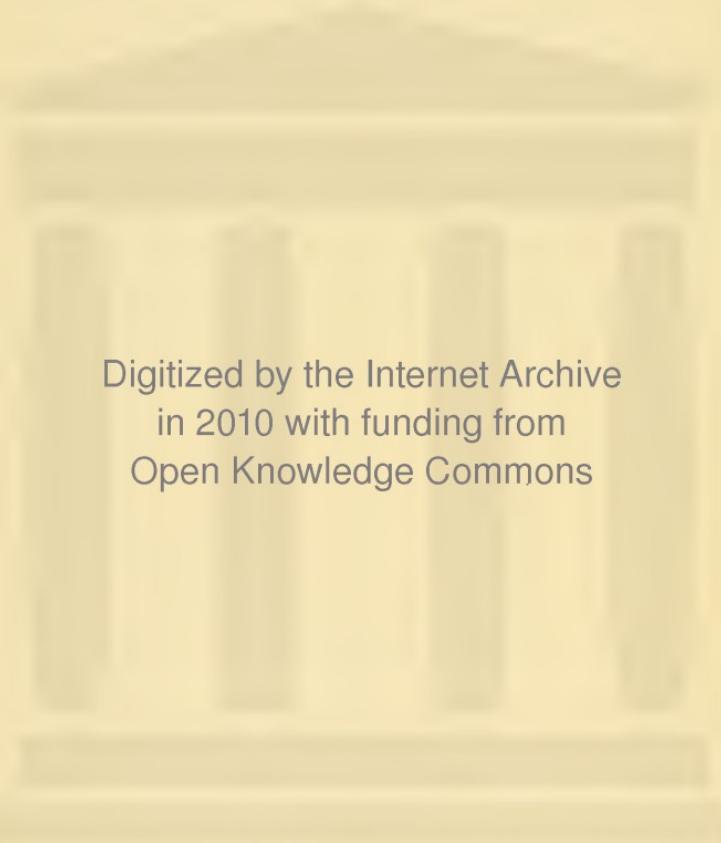
COLUMBIA UNIVERSITY

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Columbia University  
in the City of New York

ANNUAL REPORTS  
OF THE  
PRESIDENT AND TREASURER  
TO THE  
TRUSTEES  
WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1905

NEW YORK  
PRINTED FOR THE UNIVERSITY  
1905

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ANNUAL REPORT  
OF THE  
PRESIDENT OF COLUMBIA UNIVERSITY

*To the Trustees:*

The annual report upon the condition and needs of the University for the year ending June 30, 1905, is herewith submitted. It is accompanied by the usual reports of the several administrative officers, and by such other statements and records as are necessary fully to record the activities of the University during the year.

From every point of view the period covered by the report has been a noteworthy one. Marked and much needed additions to the resources of the University have been made, and several educational problems of the first importance have been successfully and, it is hoped, satisfactorily solved, or else they have been carried far toward solution.

Of the many and generous gifts received by the University during the past few years, none has equalled in importance the gift of \$500,000, announced on May 1 last, for the erection and equipment of a building for the use of Columbia College. For years past the Annual Reports have dwelt upon the necessity for this building, and at last the need has been met by a

Gift for a  
Hall for  
Columbia  
College

munificent friend of the University, who will not permit the publication of his name.

As is now widely appreciated, the most pressing problem in American higher education is that which concerns the future place and character of the college. At Columbia University no uncertainty prevails on these points, but we have greatly feared that, without adequate physical provision for it, our own college might easily suffer in prestige and usefulness, surrounded as it is on every side by the evidences of a rapidly growing and developing University. The college, where ambitious youths are to gain the best inspiration of their lives, and where they are to be brought for a period of years under the gentle and ennobling influences of scholarship and culture, cannot be made of brick and stone alone. It will consist chiefly, in the future as in the past, of those intangible and unmeasured influences which constitute college spirit and college atmosphere. It will be, in the future as in the past, quite as much a social and a moral institution as an intellectual one. It will refine and broaden by contact as well as by instruction. Nevertheless, these influences must have a physical abode and a home which they can call their own.

It is just this which the gift of a College Hall will supply. Here the students of Columbia College, as distinguished from the students in the graduate and professional schools, will have the centre of their activities and the seat of their future associations. The Hall will bear the name of that student of King's College in the early days who has, of all our alumni, made the deepest mark upon the govern-

mental structure and political thought of the United States. That fact of itself will serve to keep alive the high traditions of public service and intellectual activity which mark the career, all too short, of Alexander Hamilton of the Class of 1777.

The new Hamilton Hall is one of a group of buildings which, taken together, will be the home of Columbia College. Hartley and Livingston Halls will bound the College Quadrangle on the east, Hamilton Hall will bound it on the north, and, so soon as occasion may require and the necessary funds are available, additional buildings will be erected to close in the College Quadrangle on the west and south. For the first time, therefore, since its earliest beginnings, Columbia College is to be adequately and properly cared for. The fortunate results of this upon the College itself and upon the University as a whole are certain. No gift that has ever been received by the Trustees has called out so much enthusiasm or met with such general and widespread appreciation. Work upon the new Hamilton Hall was promptly begun, and there is every reason to expect that it will be ready for occupancy at the opening of the academic year in September, 1906.

Horace W. Carpentier, of the Class of 1848, made two large gifts to the University during the year, one of \$35,000, to be added to the principal of the R. S. Carpentier Fund to maintain a professorship in the Medical School, and one of \$25,000, to be added to the James S. Carpentier Fund to maintain a lectureship in the Law School. Mr. Carpentier's constant and generous

Other  
Gifts

thoughtfulness for the University is deeply appreciated, and his gifts have enabled work of the first importance to be instituted and carried on.

For the endowment of a professorship of social economy, Mr. Jacob H. Schiff of New York gave the sum of \$100,000. Mr. Schiff's endowment is to enable the University to bear its part in connection with the School of Philanthropy, established by the Charity Organization Society of New York and endowed by Mr. John Stewart Kennedy, in carrying on courses of instruction both theoretical and practical in those fields of public and private activity which are perhaps rather vaguely described as organized charity or philanthropy. With the chairs of social and political ethics, of administrative law, and of social economy, the University is now able to cover this entire field in its ethical, legal, and practical aspects.

Mr. Edward D. Adams of New York, by a gift of \$50,000, established the Ernest Kempton Adams Fund for physical research, in memory of his son, who was graduated with the degree of Electrical Engineer in 1897. The conditions of this gift are so wise that it will serve as a permanent and noteworthy memorial of a singularly gifted and promising man by reason of the additions to scientific knowledge that it will promote and make known.

An anonymous donor, by a gift of \$30,000 to be spent under the direction of the President, made possible the usual annual purchases of books for the Library, and provision for several pressing needs of an emergency character, for which no appropriations could be made in the annual Budget.

Horace E. Garth of New York, by a gift of \$16,250, established the Granville W. Garth Fellowship in memory of his son, a member of the Class of 1886.

An anonymous donor has given the sum of \$13,500 for the fitting-up of an electro-chemical laboratory in Havemeyer Hall, which is a most desirable addition to the scientific equipment of the University.

A complete list of the gifts and legacies received by the Treasurer during the year will be found on pp. 271-273 of the Treasurer's Annual Report.

The following summary shows that the gifts in money received during the year by the several corporations included in the University amounted to nearly two millions of dollars. This of itself is surely a sign of the confidence that the community has in Columbia University, its standards and its influence:

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Total
To establish Trust Funds.....	\$285,691 89	\$7,000 00	\$250,000 00	—	\$542,691 89
For Buildings and Grounds.....	834,805 34	—	215,739 15	—	1,050,544 49
For extinguishment of Debt.....	—	—	213,000 00	\$9,496 50	222,496 50
For Current Interest on the Debt.....	59,909 65	24,741 00	59,864 34	—	144,514 99
For Immediate Use:	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	\$1,180,406 88	\$31,741 00	\$738,603 49	\$9,496 50	\$1,960,247 87

The grand total of gifts in money to the several corporations included in the University for each of the last four years is as follows:

1901-02.....	\$1,082,581 02
1902-03.....	1,721,895 06
1903-04.....	1,783,138 18
1904-05.....	1,960,247 87
<hr/>	
Total.....	\$6,547,862 13

This vast sum represents the amount by which

the educational resources of the University have been increased by gifts in money alone in the years named. These totals do not include gifts promised but not yet paid to the several Treasurers.

It must always be borne in mind, however, that a very large portion of these gifts is to establish and carry on new forms of educational work, which, however desirable in themselves, are often an additional tax upon the already heavily strained resources of the University. What the University sorely needs is a large increase of its unrestricted funds, the income of which may be applied to the cost of maintaining work already in progress.

The University in 1905 statistical summaries, in a form suitable for comparison with those of previous years, showing the state of the University on June 30, 1905, are given herewith:

#### THE SITE OF THE UNIVERSITY

	Square Feet	Acres
A. 1. At Morningside Heights		
Green and Quadrangle.....	734,183.08	16.85
South Field.....	359,341.15	8.25
	<hr/>	<hr/>
	1,093,524.23	25.10
2. At West 59th Street.....	75,312.38	1.73
	<hr/>	<hr/>
	1,168,836.61	26.83
B. Barnard College.....	177,466.60	4.07
C. Teachers College		
1. At 120th Street.....	133,737.00	3.07
2. Speyer School.....	5,213.00	.12
	<hr/>	<hr/>
	138,950.00	3.19
D. College of Pharmacy.....	7,531.00	.17
	<hr/>	<hr/>
Grand Total.....	1,492,784.21	34.26
E. Summer Course in Civil Engineering, Morris, Conn., 500 acres.		

## The Teaching Staff

	Columbia University	Barnard College	Teachers College (Excluding the Horace Mann School)	College of Pharmacy	Total (Excluding Duplicates) 1905	Total 1904
Professors.....	121	19	22	7	121	94
Adjunct Professors...	48	6	12	1	48	40
Clinical Professors and Lecturers.....	17	—	—	—	17	19
Instructors.....	79	5	12	4	91	85
Demonstrators.....	5	—	—	—	5	4
Assistant Demonstrators.....	10	—	—	—	10	11
Tutors.....	56	14	9	1	65	64
Curators.....	2	—	—	—	2	3
Lecturers.....	26	7	5	—	31	31
Assistants.....	49	4	16	1	65	60
Clinical Assistants....	68	—	—	—	68	79
	—	—	—	—	—	—
	481	55	76	14	523	490
Administrative Officers.....	19	6	7	6	28	22
Emeritus Officers.....	12	—	—	1	13	10
Total.....	512	61	83	21	564	522

The enrolment of students as compared with that for the year 1903-04 was as follows:

	The Student Body	Gain	Loss
Under the University Corporation:			
Undergraduates in Columbia College.....	534	30	—
Students of Applied Science.....	601	—	49
Students of Law.....	341	—	43
Students of Medicine.....	555	—	119
Graduate Students of Philosophy, Political Science, and Pure Science.....	782	90	—
Architecture.....	78	—	12
Music.....	44	44	—
Students at Summer Session of 1904....	961	—	40
	==	==	==
Total (excluding 218 duplicates)...	3678	—	—
Undergraduates in Barnard College.....	366	—	37
Teachers College.....	721	33	—
College of Pharmacy.....	442	442	—
	==	==	==
5207			
Less Double Registration.....	226		
	—		
Net Total.....	4981	272	—
Extension Students (Teachers College)...	1886	—	—

During the academic year 1904-05, 960 degrees and 221 diplomas were conferred, as follows:

Bachelor of Arts, Columbia College.....	106
Bachelor of Arts, Barnard College.....	83
Bachelor of Laws.....	119
Doctor of Medicine.....	185
Pharmaceutical Chemist.....	3
Engineer of Mines.....	47
Civil Engineer.....	17
Electrical Engineer.....	19
Mechanical Engineer.....	11
Metallurgical Engineer.....	1
Bachelor of Science.....	87
In Architecture.....	5
In Chemistry.....	3
In Education.....	79
Master of Arts.....	197
Master of Laws.....	1
Doctor of Philosophy.....	38
Honorary Degrees.....	46
	960

Diplomas in Education:

Bachelor's Diploma.....	197
Master's Diploma.....	17
Doctor's Diploma.....	7

Total degrees and diplomas granted.....	1181
Total individuals receiving them.....	1043

Conferred by the New York College of Pharmacy:

Graduate in Pharmacy.....	115
Doctor of Pharmacy.....	13

Forty-five per cent. of the enrolment in the Medical School and 13 per cent. of that in the Schools of Applied Science are made up of college graduates or students of equivalent training. In 1904-05 there have been in residence at Columbia University (under the Corporation only, and excluding the Summer Session) no fewer than 1378 students who had already been graduated at a college or scientific school or at a European institution of equal rank. These students numbered 47 per cent. of the total

enrolment under the University Corporation. In this list 221 American and 54 foreign institutions were represented by their graduates. Columbia itself naturally led with 324 degrees, and then followed the College of the City of New York with 188, Yale with 69, Princeton with 67, Harvard with 63, Cornell with 30, New York University with 28, Amherst with 19, Wesleyan with 17, Smith with 16, Vassar with 15, Oberlin with 14, University of Michigan with 13, Ohio Wesleyan, Syracuse, Union, University of Chicago, and Wellesley with 12 each, Bryn Mawr, St. Francis Xavier, University of Minnesota, and University of Nebraska with 11 each, and Brown, Lafayette, Leland Stanford Jr., St. John's (Fordham), and University of Pennsylvania with 10 each.

#### FINANCIAL CONDITION AND OPERATIONS OF THE UNIVERSITY

	Columbia University	Barnard College	Teachers College <sup>1</sup>	College of Pharmacy	Totals Exclud- ing Duplication
Property owned, June 30, 1905:					
1. Occupied for Edu- cational purposes	\$12,211,307 63	\$1,726,700 00	\$2,548,811 17	\$282,316 84	\$16,769,135 64
2. Held for Invest- ment (estimated)	14,405,127 62	675,676 66	567,566 34	—	15,648,370 62
Total.....	\$26,616,435 25	\$2,402,376 66	\$3,116,377 51	\$282,316 84	\$32,417,506 26
Outstanding Debt.....	3,396,000 00	30,219 28	—	100,000 00	3,526,219 28
Annual Budget for 1905-06:					
1. For Educational Administration and Instruction..	\$1,142,421 94 <sup>2</sup>	\$107,170 00	\$363,522 00	\$34,789 00 <sup>3</sup>	\$1,647,902 94
2. For Interest on Debt.....	128,880 00	.....	.....	—	128,880 00
Total.....	\$1,271,301 94	\$107,170 00	\$363,522 00	\$34,789 00	\$1,776,782 94
Income for 1904-05:					
From Fees of Stu- dents.....	\$499,316 15	55,772 62	\$272,092 12	\$42,458 00	\$869,638 89
From Rents.....	385,430 16	.....	.....	.....	385,430 16
From Interest.....	175,905 08	28,333 75	15,735 06	.....	219,973 89
From Miscellaneous Sources.....	81,193 02	3,017 76	13,641 20	13,414 58	111,266 56
Total.....	\$1,141,844 41	\$87,124 13	\$301,468 38	\$55,872 58	\$1,586,309 50

<sup>1</sup> Including cost and income of the Horace Mann School, for 1904-05.

<sup>2</sup> This includes by duplication the Barnard College salary item of \$68,200.

<sup>3</sup> Budget for 1904-05.

With Hartley and Livingston Halls in full operation, with the School of Mines completed, with St. Paul's Chapel ready for occupancy during the winter of 1905-06, and with Hamilton Hall under way, the buildings of which there has been such urgent need are almost all provided for. Unfortunately, it has not yet been possible to procure the funds necessary to begin the erection of Kent Hall, designed for the use of the Schools of Law and Political Science, for which a site has been assigned on the northwest corner of Amsterdam Avenue and 116th St. The greatest need of the University at the moment is a gift or gifts of money sufficient to meet the cost of Kent Hall, which is estimated at \$510,000. Agreeable as it would be to complete University Hall, and desirable as is a building for the collections used to illustrate the University's teaching, yet if Kent Hall were provided for, the work at present in progress on Morningside Heights, with the exception of that in Fine Arts, would be properly and comfortably housed.

As is shown in the Report of the Treasurer, p. 272, there has been an important reduction in the funded debt of the University during the past year. While any debt remains, however, the University must be prevented from going forward, or from making those additions to its equipment and those increases in its salaries which are so much needed and so richly deserved.

Three matters of unusual educational importance have been brought to a conclusion during the year, and two others have been elaborately discussed and

a satisfactory solution of the problems involved in them seems to be not far distant. The three matters which have been brought to a conclusion are: a new program of studies for Columbia College; new legislation regarding the office of Dean; and the reorganization of the School of Architecture.

In previous reports the plan of instruction in Columbia College has been reviewed and the steps taken to readjust and revise it have been stated. It was possible in the Annual Report for 1904 (pp. 19-22), to state with accuracy the judgment of the Faculty of Columbia College and that of the University as a whole, as to certain general propositions relative to the construction of a program of undergraduate or college study. During the year the formal consideration of these matters has been brought to a conclusion and the results made public.

On January 20, 1905, the Faculty of Columbia College, by unanimous vote, adopted a new program of studies to go into effect July 1, 1905. The proposed program, having been submitted to the Trustees in accordance with the provisions of the Statutes, became, in due course, the official action of the University.

In several respects the new program of studies for Columbia College marks a long step forward in college education. In the first place, it removes the emphasis from the number of years spent in college study, where it has rested so long, and places it upon the character of the work done in college, where it ought to be. Moreover, it offers an advantage to the student whose work is consistently faithful and

Program of  
Studies in  
Columbia  
College

good, and punishes severely the student whose work is negligent or poor. It breaks up the lockstep, or system of uniform annual promotions from class to class, which has lingered on in the colleges long after it has disappeared from the elementary and secondary schools. Sound standards of college education have probably no stouter foe than the well established tradition of annual admission and annual promotion from class to class. Students will hereafter be admitted to the College stately in February at the beginning of the second half-year, as well as in September at the beginning of the first half-year. The measure of their accomplishment will be a record of work done, recorded in "points," and they will be graduated whenever they shall have accomplished the minimum number of points required, namely, 124. A point in the system of computation adopted represents classroom work involving attendance for one hour a week for a half-year; two hours of laboratory work are given the weight of one hour of classroom or lecture work. A student may, therefore, complete his undergraduate course in three years, three and one-half years, four years, or four and one-half years, as his abilities and resources will permit. If he is able to obtain advanced standing at the time of his admission, and if he takes advantage of the opportunities of the Summer Session of the University, a conscientious student may complete the undergraduate course in less than three years. A student will not be permitted to shirk his work and remain in College at all. Such work as he does, if done with distinction, will count for more than work done poorly or only moderately well.

All of the prescribed courses and a considerable proportion of the elective courses may be taken in the first half of the undergraduate course, and the student will be urged to complete all of his prescribed work in the first two years of his residence. When a student shall have obtained in Columbia College 72 points, including all prescribed courses,—which means when he shall have completed satisfactorily work which will require his attendance in lecture room or laboratory for eighteen hours a week for each of two academic years,—he will be free, if he so chooses, to substitute for the wide elective opportunity then offered him, the curriculum offered by one of the professional schools of the University.<sup>1</sup> On completing successfully two years of such professional curriculum, he will obtain his Bachelor's degree, on the recommendation of the Faculty of Columbia College, having been in the meantime carried upon the rolls of the College as a student therein and subject to the jurisdiction of its Dean. The relation between the College and the professional schools is, therefore, established at precisely the point indicated in the Annual Report for 1902 (pp. 29-37), as that which is most desirable. With good college teaching and a carefully adjusted scheme of studies, the Faculty believe that this plan of combining collegiate and professional study is that best adapted to the social and economic needs of the community.

Every proposal to shorten the deplorably long period now devoted to secondary, collegiate and pro-

<sup>1</sup> The curriculum of the School of Law is the sole exception. To choose it, the student must have obtained in Columbia College 94 points, and may then gain his Bachelor's degree in one year.

fessional study combined, is met by the statement that such shortening is a concession to the materialistic tendencies of the time and to the passion for haste and superficiality. It may be that some such motive has actuated a few of those who have insisted that the period devoted to collegiate and professional study combined must be shortened, but I doubt it. "To spend too much time in studies," said Bacon, "is sloth." The real fact is that the colleges and professional schools are too often not only wasting the time of their students and the money of the communities which support them, but they are doing a grievous injury to the youth committed to their care by encouraging them to dawdle, on the pretence of affording them leisure to grow and to think. The right use of leisure is an accomplishment reserved for the trained and cultivated mind. Adolescent youth has no information on this subject and not much capacity. Moreover, under the existing system the student is encouraged not only not to use his powers and opportunities well, but to use them in a wrong way. He is kept dealing with a variety of elementary topics over which his mind plays listlessly, instead of being carried forward into some field of scholarship where his interest will be developed and his powers strengthened by mastery of something more than the mere elements. A boy must get whatever general training he is going to have by the time he is twenty years of age. After that he ought to be doing something special, whether that something be classical philology, or experimental physics, or the study of a profession. The time has then come for him to stop picking idly at the

elements of new languages, new sciences, and new phases of history and literature.

Against these prevailing abuses the program of studies adopted by the Faculty of Columbia College makes ample provision. After the prescribed subjects of study have been completed and the foundation for his intellectual life has been laid, the student is to be not only encouraged but compelled to develop his powers and interests in some definite direction. If he is not anxious to take up law, medicine, engineering, or teaching, or if he desires to specialize in some field before taking up those professional studies, ample opportunity is afforded him to do so. He need not enter the professional school, if he so prefers, until after his entire 124 points shall have been made in the liberal arts and sciences; but if he chooses this alternative, the program requires that he shall use his time well, and so as to gain a more thorough mastery of some part of the field of knowledge chosen by him.

The Faculty were unanimous in the opinion that a college course should be open to those who had not studied and did not desire to study either Greek or Latin. There was a division of opinion as to whether the single degree of Bachelor of Arts should be awarded upon the completion of any one of the curriculums made possible by the new program, or whether more than one degree should be established. After earnest consideration of this question, the Faculty voted by a two-thirds majority that the degree of Bachelor of Arts should not be conferred upon students who had not some knowledge of at least one ancient language and its literature; that

instruction in the natural and physical sciences should be prescribed in lieu of Latin for those students who did not take a classical curriculum; and that the degree of Bachelor of Science should be conferred upon the completion of a curriculum in which scientific subjects were substituted for Latin. The minority of the Faculty held that the time had come when it should be recognized that the degree of Bachelor of Arts did not stand for any particular subjects of study, but simply for the completion of a general or liberal curriculum, however constituted. It was the opinion of a large majority, however, that it would be a serious mistake, particularly at this time, to cease to prescribe Latin for the degree of Bachelor of Arts. It was pointed out that no subject is growing so rapidly as Latin in the secondary schools, and that in no subject is the standard of instruction being more consistently improved. It was felt that to withdraw the support of Columbia College from the study of Latin in the secondary school, as it was held that the proposed action would do, would be to check a most desirable educational movement, and one which should be strengthened and aided in all possible ways.

The majority believed, also, that it is not at all unlikely that in the not distant future the difference between the classical and the non-classical curriculums will be more marked than now; that an increased amount of Latin and perhaps some Greek will again be prescribed for the degree of Bachelor of Arts; and that an increased amount of study in the field of science will be prescribed for the degree of Bachelor of Science.

Holding, therefore, to the opinion that the two curriculums, now apparently so little different, were likely to become more widely separated at no distant day by the pressure of public and educational opinion, the majority of the Faculty believed that the degree of Bachelor of Arts should be retained on its present basis, and that a second degree, that of Bachelor of Science, should be instituted and placed beside it for those students who substitute natural and physical science for Latin.

This action does not mean that the position of the College in the University is in any way altered. It will continue to give a general or liberal training, while the professional and graduate schools will devote themselves to highly specialized training. But the College will hereafter offer its general or liberal training along two parallel lines, one of which will include the study of an ancient language and its literature, while the other will include the study of the natural and physical sciences in lieu of the study of an ancient language and its literature.

The new program of studies, constituted as just described, is the answer made by Columbia College, by the unanimous voice of its Faculty, to the problem by which every college is faced. The Faculty of Columbia College say explicitly that to prescribe graduation from a four-year college course as a *sine qua non* for the professional study of law, medicine, engineering, or teaching is not to do a good thing, but a bad thing. It is to set a high standard, measured quantitatively, but a wrong standard measured educationally. It is to put the colleges and professional schools in a false attitude before

the public, and to confuse rather than to solve the social and economic problems by which higher education is now surrounded.

Whatever might have been said for a rigid, four-year college course, forty years ago when the standard of admission could be reached in two years less than at present, and when the studies were wholly prescribed, nothing can be said for it now with the greatly increased requirements for admission, the advanced age of the students, and the wide prevalence of the elective system of study. It is useless to say that American students between nineteen and twenty-three years of age cannot with advantage pursue professional and other university subjects of study, when these are precisely the years at which the students of France and Germany are pursuing those studies most vigorously and to greatest advantage.

The notion that either culture or efficiency will suffer by putting a stop to the indefensible waste in education, which our national spirit of wastefulness has permitted to grow up, is ludicrous. Any culture that is worthy of the name and any efficiency that is worth having will be increased, not diminished, by bringing to an end the idling and dawdling that now characterize so much of American higher education. The whole difficulty has arisen from a tendency, in its origin sound and valid, to raise the standard of education. This tendency, however, soon passed into a tendency to increase requirements for admission to the various types of institution, without stopping to consider whether this step improved standards and made education more efficient or not.

The vigorous discussion concerning the American college and its problems, which has been carried on for some years past, has made it increasingly clear that the college has no enemies who are likely to do it harm, other than those who in the guise of friends insist that the college shall not be altered or modified in any respect in order to adapt it to changed educational conditions. To hold such a view is to make of the college, as it has been, a genuine educational fetish. Its quantitative standards, its four years of resident study, and its traditions, even when they are feeblest, seem to some to be things to be preserved at all hazards. If they were to be preserved at all hazards it is not unlikely that the college itself would in the not distant future come to an end. The college problem is not now, and has not been, primarily, one of reducing the length of the college course, any more than it has been a problem of extending the length of the college course. It has been simply the problem of treating the college course on sound educational principles as we know them to-day, and of adapting a venerable and useful institution to changed conditions, educational, social, and economic. Columbia University has now done its part and made its contribution to the solution of these problems. The future will determine how far its solution is wise, and how far it needs still further consideration and adjustment. The Faculty of Columbia College feel that the period of experimentation is passed, and that for some time to come they may go forward without disturbance or interruption in the work of the plan of instruction which they have unanimously framed.

After careful consideration of the recommendations as to the office of Dean, made in the Annual Report for 1903, an amendment to the Statutes was adopted by the Trustees, April 3, 1905, which Office determines anew the status of this important office in Columbia University.

Since the reorganization of the University in 1890, the Deans have been chosen for a short term of years by the several Faculties, and have been primarily officers of the Faculties. In accepting the office of Dean, professors have been compelled to add to their duties as officers of instruction heavy and often very burdensome administrative labors. For the reasons stated in the Annual Report for 1903 (pp. 17-20), it seems clear that in so large a university as Columbia the office of Dean must tend more and more to become an administrative post, and its incumbent increasingly unable satisfactorily to combine teaching duties with it. This fact is most apparent in the case of those branches of the University's work which are highly differentiated, such as Medicine and Applied Science.

With respect to these schools, at least, it has seemed imperative to provide for their competent oversight and direction by an executive officer who will not be heavily burdened with teaching duties on the one hand, or unduly restricted in his authority and right of initiative, on the other. As time goes on doubtless other Faculties will require the service of Deans who are in like situation; but for the moment it has seemed wise and possible to make provision for the complete application of this principle only in the case of the Faculties of Medicine and of Applied Science.

By the terms of the new Statute, the Deans are now appointed by the Trustees upon the nomination of the President, and serve for an indefinite term. As heretofore, each Dean is *ex-officio* a member of the University Council. Hereafter, in addition to being an officer of the Faculty to which he is assigned, each Dean will also be an officer of the University as a whole, in and for that Faculty. It will be his duty to oversee and guide the work of the several departments of instruction included in it, to make sure that the teaching is properly organized and efficiently given, and to keep constantly before the University the needs and ambitions of the Faculty for the improvement and development of their work. Only lack of means prevents the University from compensating properly without delay the officers who have undertaken these heavy and very responsible duties.

It was pointed out in the Annual Report of 1904 (p. 24), that there had been a delay of nearly two years in the reorganization of the Department of Architecture, owing to the desire to make a thorough study of the conditions of the problem of university instruction in the fine arts. During the year under review final action has been taken in regard to the subject of fine arts so far as the School of Architecture is concerned, and the School is now organized upon the new basis.

The School of Architecture, which will be included in any Faculty of Fine Arts that may be formed, is hereafter to be an advanced school, requiring of candidates for its professional degree, on admission, evidence of the satisfactory completion of a college or scientific school course of not less than two years, or

equivalent training to be tested by examination, together with such proficiency in drawing as the department may prescribe. Other students of unusual ability or special architectural experience, who, in the judgment of the Faculty, are worthy to be admitted to the training which the school offers, may be admitted without becoming candidates for a degree; but such students will be allowed, under conditions clearly defined, to qualify themselves later to become candidates for the professional degree if their work in the School of Architecture is of marked excellence.

The program of studies in architecture has been reorganized with courses of units of instruction as the basis, and the number of years to be devoted to the curriculum by any student will depend upon his individual proficiency and application.

A very important departure is the establishment of University Ateliers for instruction in design away from the University itself, and under the immediate personal direction of leading members of the profession of architecture. It is a cause for profound congratulation that Mr. Charles Follen McKim and Mr. Thomas Hastings have accepted appointments as Director of Atelier with the rank of professor, and that they will oversee the advanced instruction in design at two of the Ateliers established away from the University.

In addition to these University Ateliers, students in the School of Architecture are permitted at their own option to carry on work in advanced design at certain other designated ateliers. In this way the School of Architecture will have the benefit of the coöperation of the leading architects of New York,

and will, in addition, guard against the temptation to train its students in anything approaching a single stereotyped style of design.

A careful plan for the organization of a Faculty of Fine Arts in coöperation with the National Academy of Design and with the Metropolitan Museum of Art, has met with the unanimous approval of the University Council and is now under consideration by the Trustees. It is believed that the plan is framed on broad and generous lines, and that in essentials at least it may be adopted with advantage at an early date. Any Faculty of Fine Arts that may be established in the University will include the existing School of Architecture and the existing Department of Music, which would then be erected into a School.

One important advantage which the University hopes to gain from the establishment of a Faculty of Fine Arts has not been sufficiently emphasized. That such a Faculty, properly organized and conducted, would do much to promote and improve art education itself, can hardly be doubted ; but a second service that it would perform is no whit less important. It is high time that the fine arts should find their proper place in the general education of American youth. The existence in the University of a faculty devoted to the cultivation of the fine arts and representative of them and of their interests, would contribute powerfully to this end. There is something startling in the fact that while no person of education would be willing to admit that he knew nothing of the life and work and place in history of Dante, Shakspeare, and Goethe, yet he would admit his ignorance of Raphael, Michael Angelo, and Rembrandt, or of

Bach, Beethoven, and Wagner, without feeling that such an admission reflected in any way upon his intelligence. Life will be richer and fuller and education more rounded and complete when a knowledge of the fine arts and their influence is placed side by side with the knowledge of literature that has for hundreds of years held a leading place in modern education.

Mention has already been made of the fact that in addition to the three important educational matters that were brought to a conclusion during the year, two others were elaborately discussed and prepared for solution at no distant day. One of these, the organization of a Faculty of Fine Arts, has just been referred to. The second relates to the provision of new opportunities for advanced students of law, both public and private.

It is nearly thirty years since the professorship in public law, which now bears the honored name of the Advanced late Samuel B. Ruggles, was established in Instruction the University. The object of that pro-in Law fessorship was to lay the foundation here for those broad and catholic legal studies that would best promote legal scholarship and legal research. The object which the Trustees of that day obviously had in view was to treat the subject of law at Columbia University not only as a professional subject to be mastered for professional purposes, but as a branch of human learning to be studied for itself alone.

For reasons important in themselves, but bearing little or no relation to the merits of the plan that the Trustees so long ago formulated, there has been most unexpected and unfortunate delay in carrying this

project to its legitimate conclusion. During the past year, however, a way by which the end originally aimed at might be attained, has been pointed out. The University Council, acting upon proposals submitted by the representatives therein of the Faculties of Law and Political Science, have recommended that a new curriculum be established under the joint control of the Faculties of Law and Political Science, to include studies in public as well as in private law, and to lead to an appropriate advanced degree. This proposal does not involve any disturbance of the professional curriculum in law leading to the degree of Bachelor of Laws. It provides that certain public law courses, which have heretofore been elective subjects for students proceeding to the degree of Bachelor of Laws, shall so remain; but side by side with this established curriculum it proposes to place a new curriculum covering the whole field of the science of law.

To enter upon this curriculum it is proposed that students shall possess not only the qualifications prescribed for admission to the Law School, but that, in addition, they must give evidence of having had specially satisfactory training in Latin and in the modern languages; in ancient, mediæval, and modern history; in economics and finance; and in logic and psychology. It is proposed that they shall then pursue for not less than three years a curriculum consisting in part of public law studies and in part of private law studies, and pass an examination and submit an approved dissertation similar in form and kind to those established in the case of candidates for the degree of Doctor of Philosophy.

The purpose of these proposals is to encourage and broaden legal scholarship. Not a few teachers of law hold that such a broad and inclusive program of legal study as is proposed will, of itself, fit students for the practice of law quite as effectively as the older and narrower curriculum. Were the two curriculums to exist side by side the experience of a few years would soon settle this question definitely. Meanwhile, whatever may be the relation of a new curriculum and a new degree, like those proposed, to the practice of law as a profession, there can hardly be any doubt that they would serve the important purpose of developing scholarship in law and so train men in legal studies that they will be able to contribute to legal literature and to extend the boundaries of legal science. These important proposals, and a number of other matters which they suggest, will doubtless be finally passed upon in the near future.

The amendment to the Statutes, which made Extension Teaching a formal part of the work of the Extension University, took effect on July 1, 1904. **Teaching** By the terms of this Statute, Extension Teaching is defined as instruction given by University officers and under the administrative supervision and control of the University, either away from the University buildings or at the University, for the benefit of students not able to attend the regular courses of instruction. The direction of Extension Teaching is assigned to an Administrative Board consisting of five officers of the University, appointed by the Trustees upon the nomination of the President. The University Council have power to adopt

regulations governing the relation of Extension Teaching to the other work of the University.

It is important that the public service rendered by Extension Teaching should be increased as rapidly as the demand justifies, while the standards of attainment within the University itself are not lowered by the easy substitution of credits gained in Extension courses for the regularly organized work of the University. This end has been gained satisfactorily by the rules adopted by the University Council on December 20, 1904. The Dean of the Faculty under which a student is matriculated must give formal consent before such student may be enrolled in any Extension course. Credit for work done in an Extension course may not be claimed unless, in addition, the course itself has been first formally approved by the Faculty under which the student is matriculated, as equivalent in whole or in definite part to a course maintained by such Faculty.

The careful oversight and energetic work of the Director of Extension Teaching, Professor Frederick H. Sykes, have resulted in the organization, during the year 1904-05 of 99 Extension courses, of which 50 have been given at the University, and 49 at the places mentioned in the report of the Director.

The work of Barnard College has gone on steadily during the year without any incidents that call for special comment. The Faculty of the College have, by unanimous vote, adopted a program of studies for Barnard College which agrees in all essentials with the revised program of studies at Columbia College. This action by the Faculty is before the Trustees of Barnard College, as required

by the Statutes, and will shortly be passed upon. Should the action of the Faculty become the law of the College, as is greatly to be desired, the usefulness of Barnard College will be increased, and its growth much more rapid than heretofore.

Barnard College was founded for the specific purpose of offering to women opportunities for collegiate study equal to those offered to men by Columbia College. For some years past it has not fully accomplished this purpose, partly because of lack of resources with which to develop the curriculum, and partly because the program of studies itself has not been revised to keep pace with the advances in Columbia College. The new program of studies will go far toward relieving the embarrassments under which Barnard College is laboring, and will, in a short period of time, greatly increase the opportunities offered to Barnard College students without cost to that corporation, while elevating and broadening its standards, by increasing the points of contact between Barnard College and other parts of the University.

The financial needs of Barnard College are very pressing. Several of the departments are suffering from lack of proper equipment, and in many cases salaries paid are quite inadequate. An endowment fund of not less than \$1,000,000 is needed to enable Barnard College to do its work properly. If a portion of this endowment could be contributed in the form of a residence hall for students, two pressing needs would be met by one and the same gift.

For Teachers College, as the figures quoted (p. 5)

abundantly prove, the year has been one of marked accomplishment. The heavy burden of debt, which has rested upon the College ever since the Trustees undertook with signal courage and foresight to make proper provision for its work, has been removed. To accomplish this it has been necessary to raise the very large sum of \$213,000, and, thereupon, the pledge of Mr. John D. Rockefeller to contribute \$250,000 to the endowment of the College became effective. Teachers College is, therefore, not only free from debt, but has added a quarter of a million dollars to its endowment fund.

Important and gratifying as this accomplishment is, it is only a part of what must be done to place the work of the College upon a permanent basis and to free the Trustees from embarrassment in carrying it on. As has been pointed out in earlier reports, Mr. Rockefeller's offer involves a further pledge to contribute to the permanent endowment of Teachers College a sum not to exceed \$250,000, provided an equal amount is contributed by others. The immediate task before the Trustees, therefore, is to make possible the addition of a half million dollars to the endowment fund by securing pledges for one half of that amount from persons other than Mr. Rockefeller.

Each year the work of the College broadens in scope and improves in quality, and each year its usefulness as a leader and inspiration of the teaching profession everywhere is more fully recognized. It cannot be possible that work of so great importance, which has attained such widespread recognition, will be allowed to suffer from lack of an adequate endowment.

The College of Pharmacy has completed the first year of its work as a member of the University. There has been a largely increased attendance of students during the year, attributable, in part at least, to the desire to become a registered student of pharmacy before the new statute increasing the requirements for admission to schools of pharmacy became operative. On the other hand, it appears that a number of the new students were attracted to the College because of the prestige of its new University relationship.

The University Council have settled during the year the question of University courses and degrees, and the terms have been announced upon which the University will hereafter confer the degrees of Pharmaceutical Chemist and Doctor of Pharmacy. For some time to come the curriculums leading to these University degrees will exist side by side with the older curriculum leading to the degree of Graduate in Pharmacy. It is hoped, however, that it will not be long before all students registered in the College of Pharmacy will be enrolled in the curriculum, the satisfactory completion of which will entitle them to University recognition.

The College of Pharmacy has the vigorous support of a large body of alumni, and it can hardly be doubted that the resources of the College will increase as its standards are raised and its curriculum broadened. It is just this support which has enabled the Trustees to reduce the mortgage indebtedness of the College by \$20,000 during the year.

Acts of discipline have been and are very rare

indeed at Columbia University. It is most unusual for the attention of the administrative officers to be called to any act or occurrence which suggests or requires their interference. In each of the past few years, however, there have been outbreaks of disorder at the opening of the academic term, which have been chronicled with becoming exaggeration in the press, and which have reflected severely upon the good name of the University. There has been no excuse for these outbreaks, because the traditions at Columbia lend no countenance to the notion that hazing is either permissible or usual here. It is only very recently that the practice of annoying or hazing the incoming classes has grown up. After due warning that acts of the kind referred to would not be overlooked, severe punishment is now inflicted upon those who are known to have violated the rules of good order and of gentlemanly conduct.

At Columbia there is no elaborate code of regulations to govern the conduct of students. There is but one rule, and that is to treat students as gentlemen and to expect them to behave as such. Hazing is not and will not be permitted in any form, at any time, or under any circumstances; and any student who undertakes to annoy or haze another, either singly or in concert with his fellows, will be punished as severely as the circumstances in any particular case appear to justify. The Board of Student Representatives, consisting of the presidents of each of the four classes in Columbia College and in the Schools of Applied Science, have taken a strong and fine attitude in regard to the matter of hazing and student order, and to the influence of that

Board and the good sense of the vast majority of the student body may safely be trusted the good name of the University. When and if, in spite of the influence of the Board of Student Representatives and of the overwhelming majority of students, acts of hazing or other disorder occur, those who are responsible for them, when known, will be promptly suspended or dismissed from the University.

It may be desirable to place on record a statement of the system by which discipline is administered at Columbia. The Statutes of the University, Chapter I, Section 2, include the following among the duties of the President:

“To administer discipline in such cases as he deems proper, and to empower the Deans of the several Faculties to administer discipline in such manner and under such regulations as he shall prescribe.”

In accordance with this statutory provision, the President on April 14, 1903, advised the several Deans that it was his desire to have all cases of academic discipline dealt with by the Dean of the Faculty in which the offending student is primarily registered. At the same time the President submitted to the Deans the following statement for their guidance in administering academic discipline:

(1) By the Statutes of the University, every student is held to be subject to the disciplinary powers of the University authorities.

(2) The disciplinary powers of the University authorities extend to any conduct prejudicial to the effective and orderly administration of the University, as well as to offences against the order and good morals of the community.

(3) Discipline will be administered by the Dean of the Faculty in which the offending student is primarily registered.

(4) After statement to the student of the charges against him, and after the student has been given opportunity to be heard in his own defence, the Dean will announce his decision; and, if he finds the student guilty, will fix the penalty.

(5) In case this penalty is permanent separation from the University, it shall be effective only upon the approval of the President.

From this statement it appears that except under extraordinary circumstances the several Deans are the sole disciplinary officers of the University. They act, in fact, as judicial officers, making such inquiry as seems to them desirable and hearing the accused in his own defence. The system is both simple and effective, but it is sincerely to be hoped that it may require to be put in operation with diminishing frequency.

Two members of the University's staff died during the year, and two others have passed away since the end of the year under review and before the submission of this report. Death of University Officers

On January 8, 1905, Churchill Carmalt, M.D., for nearly fifteen years Assistant Demonstrator of Anatomy in the Medical School, died after a brief illness. Dr. Carmalt was not only a skilful and highly trained physician, but a man of science and a teacher whose influence was widely felt and will long be gratefully remembered.

On the day after Commencement, June 15, 1905, Mary Duncan Runyan, Professor of Kindergarten Teaching in Teachers College, died in Venice, Italy, after a short illness during absence on leave from the University for the purpose of rest and recreation. Miss Runyan had been a member of the teaching staff since 1896, and had filled important positions elsewhere before coming to New York. Her high character, unusual personality and unvarying faithfulness to the highest ideals made her an influence which was powerfully felt both within the University and without it.

Louis H. Laudy, Ph.D., Tutor in General Chemistry, and for twenty-eight years holding a post of responsibility in the Department of Chemistry, died on August 17, 1905. Dr. Laudy's position was, perhaps, not a conspicuous one, but it was one in which ability, knowledge, and zeal were abundantly called for. It is the universal testimony of his colleagues that he gave all these in good measure and that his work was done faithfully and well.

Under circumstances of peculiar sadness, Mortimer Lamson Earle, Ph.D., Professor of Classical Philology on the Barnard College staff, died on September 26, 1905, just as he had returned from a summer's absence abroad, hoping to resume his University work in full strength and vigor. In the death of Dr. Earle the University and American classical scholarship lose one of their brightest ornaments. Patient, cautious, and persistent, Dr. Earle had won for himself a place in the front rank of American classical scholars and teachers. His contributions

to classical philology were numerous and important, and his work in the classroom and in the seminar was of unusual excellence. Dr. Earle was of the type of scholar that no University can afford to be without, for it is the type to which scholarly ideals and scholarly standards are all in all.

It should be recognized both within and without the University that only by the severest economy is it possible to maintain the instruction now in progress without adding to the indebtedness of the corporation. Very large financial sacrifices have been made by the University in order to secure and maintain proper standards of admission to the Schools of Law, Medicine, and Applied Science. A possible income of more than \$150,000 a year has been sacrificed in order that the instruction given in these schools might be reserved for the thoroughly competent and the worthy, and that a sound standard might be maintained. The guarantee fund which existed for some years after 1898 in order to meet the deficit in the annual operations of the University, was not renewed after 1901, because it was felt that the time was ripe to appeal to the community for larger sums and to face the problem of the permanent endowment of the work already attempted. It is a satisfaction to report that since the guarantee fund was discontinued, there has been no addition to the corporate indebtedness for the maintenance of the ordinary educational work of the University. Each year, on the contrary, there has been a small amount of general income to be applied to the reduction of the

interest on the debt, as is shown in the following statement:

1902.....	\$ 6,747.99
1903.....	16,351.76
1904.....	241.28
1905.....	300.05

In other words, it is just possible, as things are at present, to keep the University in operation without incurring additional indebtedness. The large annual charge for interest on the debt, incurred in providing the present site and buildings on Morningside Heights, as shown in the Treasurer's Report (page 293), must be met in other ways, for it cannot be made a charge upon the annual income of the University without completely disrupting the work that has been undertaken. To grow, to meet new demands made upon it from every quarter, to make needed additions to the equipment, and to establish a scale of salaries commensurate with the greatly increased cost of living, the University must have constant and large additions to its general endowment.

NICHOLAS MURRAY BUTLER

*President*

November 6, 1905

## APPENDIX 1

### STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1904-1905

#### SUMMARY OF OFFICERS

	1903-04	1904-05
Professors.....	94	121
Adjunct Professors.....	40	46
Clinical Professors and Lecturers.....	19	17
Instructors.....	73	79
Demonstrators.....	4	5
Assistant Demonstrators.....	11	10
Tutors.....	58	56
Curators and Lecturers.....	32	27
Assistants.....	45	49
Clinical Assistants.....	79	68
Officers of Instruction.....	455	478
Officers of Administration.....	16	19
Emeritus Officers.....	10	12
Total.....	481	509

#### VACANCIES

Occurring, unless otherwise indicated, on June 30, 1905

#### *Professors and Administrative Officers*

HERBERT VAUGHAN ABBOTT, A.B.....	Resigned
Adjunct Professor of English in Teachers College	
ALONZO BRAYTON BALL, M.D. (February 1).....	Resigned
Professor of Clinical Medicine	
JOHN G. CURTIS, M.D. (October 17).....	Resigned
Acting Dean, College of Physicians and Surgeons	
FREDERICK R. HUTTON, E.M., Ph.D., Sc.D.....	Resigned
Dean of the Faculty of Applied Science	
MARY DUNCAN RUNYAN (June 16).....	Died
Professor of Kindergarten in Teachers College	

HARLAN FISKE STONE, A.M. LL.B.....	Resigned
Adjunct Professor of Law	
Rev. GEORGE R. VAN DE WATER, D.D.....	Resigned
Chaplain	
JAMES D. VOORHEES, M.D.....	Resigned
Secretary of the Faculty of Medicine	
ROBERT SIMPSON WOODWARD, C.E., Ph.D., LLD., Sc.D.,	Resigned
Professor of Mechanics and Mathematical Physics	

*Instructors and Demonstrators*

CHURCHILL CARMALT, M.D. (January 8).....	Died
Assistant Demonstrator of Anatomy	
EDMUND L. DOW, M.D.....	Term Expired
Demonstrator in Pathological Anatomy	
WILLIAM B. COLEY, M.D.....	Term Expired
Instructor in Surgery	
JAMES F. McCLELLAND, E.M. (May 15).....	Resigned
Instructor in Mining	

*Tutors*

MYRICK N. BOLLES, Ph.D.....	Resigned
Tutor in Metallurgy	
WILLIAM FINDLAY, Ph.D.....	Resigned
Tutor in Mathematics	
CLIFFORD GRAY, E.E., A.M.....	Term Expired
Tutor in Mathematics	
CHARLES M. HATHAWAY, Jr., Ph.D.....	Term Expired
Tutor in English	
EDWARD A. HOOK, A.M.....	Term Expired
Tutor in Mathematics	
ADAM LEROY JONES, Ph.D.....	Resigned
Tutor in Philosophy	
SAMUEL T. LAUBACH, B.S.....	Term Expired
Tutor in Mechanical Engineering	
EDWARD R. POSNER, M.D.....	Term Expired
Tutor in Physiological Chemistry	
AUSTIN FLINT ROGERS, Ph.D.....	Resigned
Tutor in Mineralogy	
WILMON H. SHELDON, Ph.D.....	Resigned
Tutor in Philosophy	
RUDOLF TOMBO, Sr., Ph.D.....	Resigned
Tutor in the Germanic Languages and Literatures	

*Lecturers*

FRANCIS X. CARMODY, A.B., LL.B.....	Term Expired
Lecturer in Elocution and Public Speaking	
GUSTAV HINRICHES.....	Resigned
Conductor of Music	

THADDEUS D. KENNESON, LL.B. ....	Term Expired
Lecturer in Law	
LOUISE R. LOOMIS, A.M. ....	Resigned
Lecturer in History	
ANTONIO MARINONI, A.M. ....	Term Expired
Lecturer in the Romance Languages and Literatures	
FREDERICK C. OSTRANDER, A.B. ....	Term Expired
Lecturer in the Romance Languages and Literatures	
Mrs. ELSIE CLEWS PARSONS, Ph.D. ....	Resigned
Lecturer in Sociology	
WILLIAM POPPER, Ph.D. ....	Term Expired
Gustav Gottheil Lecturer in Semitic Languages	
OLIVER S. TONKS, Ph.D. ....	Term Expired
Lecturer in Greek	

*Assistants*

J. HARVEY BORDEN, M.D. ....	Term Expired
Assistant in Bacteriology and Hygiene	
FRANK G. BRUNER, A.B. (April 1) ....	Resigned
Assistant in Psychology	
JULES A. COELOS, C.E. ....	Term Expired
Assistant in Civil Engineering	
MILTON J. FALK, B.S. ....	Term Expired
Assistant in Analytical Chemistry	
MICCO M. A. FONTRIER, A.B. ....	Term Expired
Assistant in Mathematics	
GEORGE C. FRACKER, A.M. ....	Term Expired
Assistant in Psychology	
LINVILLE L. HENDREN, Ph.D. ....	Term Expired
Assistant in Physics	
HENRY H. HIGBIE, E.E. (February 1) ....	Resigned
Assistant in Mechanical Engineering	
WILLIAM B. HOOKER, A.B. ....	Term Expired
Assistant in English	
PERCY HUGHES, Ph.D. ....	Term Expired
Assistant in Philosophy	
JOHN L. KIND, A.M. ....	Term Expired
Assistant in the Germanic Languages and Literatures	
ALICE A. KNOX, A.B. ....	Term Expired
Assistant in Botany	
LEONARD J. LEWINSON, E.E. ....	Resigned
Assistant in Electrical Engineering	
HENRY S. PATTERSON, M.D. ....	Term Expired
Assistant in Clinical Pathology	
AUSTEN F. RIGGS, M.D. ....	Term Expired
Assistant in Pathology	
JOHN A. SWENSON, A.B. (January 31) ....	Resigned
Assistant in Mathematics	
HERBERT B. WILCOX, M.D. ....	Term Expired
Assistant in Clinical Pathology	

## PROMOTIONS

To take effect July 1, 1905

*Professors and Administrative Officers*

NAME	FROM	TO	SUBJECT	INSTRUCTOR
GEORGE W. BOTSFORD, Ph.D.		Instructor in	History	
BERN B. GALLAUDET, M.D.		Demonstrator of	Anatomy	
WILLIAM J. GIES, M.S., Ph.D.		Adjunct Professor of	Physiological Chemistry	
AMADEUS W. GRABAU, S.D.		Professor of	Palaeontology	
ALFRED D. F. HAMILIN, A.M.		Adjunct Professor of	History of Architecture	
ALVIN S. JOHNSON, Ph.D.		Adjunct Professor of	Economics	
JAMES MACLAY, Ph.D.		Professor of	Mathematics	
HENRY B. MITCHELL, A.M.		Adjunct Professor of	Mathematics	
I. L. R. MORGAN, Ph.D.		Professor of	Physical Chemistry	
WILLIAM A. NELSON, Ph.D.		Adjunct Professor of	English	
JOSEPH C. PFISTER, A.M.		Professor of	Mechanics	
HENRY R. SEAGER, Ph.D.		Adjunct Professor of	Political Economy	
GEORGE F. SEVER, M.Sc.		Professor of	Electrical Engineering	
WILLIAM R. SHEPHERD, Ph.D.		Adjunct Professor of	History	
FRANK D. SHERMAN, Ph.B.		Adjunct Professor of	Graphics	
HENRY C. SHERMAN, Ph.D.		Adjunct Professor of	Analytical Chemistry	
JAMES T. SHOTWELL, Ph.D.		Adjunct Professor of	History	
VLADIMIR G. SIMKHOVITCH, Ph.D.		Lecturer in	Economic History	Russian
SAMUEL A. TUCKER, Ph.B.		Tutor in	Industrial Chemistry	History
FRANK L. TUFTS, Ph.D.		Instructor in	Physics	
JAMES S. C. WELLS, Ph.D.		Instructor in	Analytical Chemistry	
ALBERT P. WILLS, Ph.D.		Instructor in	Mechanics	
ROBERT S. WOODWORTH, Ph.D.		Instructor in	Psychology	
CLARENCE H. YOUNG, Ph.D.		Adjunct Professor of	Greek	
ROYAL WHITMAN, M.D.		Clinical Lecturer	Clinical Lecturer and	Instructor in
				Orthopaedic Surgery

*Instructors and Demonstrators*

HENRY BARGY, A.M.	Tutor in	Instructor in	Romance Languages
WALTER A. BASTEDO, M.D.	Tutor in	Instructor in	Materia Medica and Pharmacology
WILLIAM DARRACH, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
HENRY E. HALE, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
GERTRUDE M. HIRSH, Ph.D.	Tutor in	Instructor in	Classical Philology
EDWARD KASNER, Ph.D.	Tutor in	Instructor in	Mathematics
WILLIAM E. KELLOGG, Ph.D.	Tutor in	Instructor in	Zoölogy
GEORGE H. LING, Ph.D.	Tutor in	Instructor in	Mathematics
WILLIAM P. MONTAGUE, Ph.D.	Tutor in	Instructor in	Philosophy
GEORGE B. PEGRAM, Ph.D.	Tutor in	Instructor in	Physics
NATHANIEL B. POTTER, M.D.	Tutor in	Instructor in	Medicine
CHARLES R. L. PUTNAM, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
H. VON W. SCHULTE, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
FRED P. SOLLEY, M.D.	Tutor in	Instructor in	Medicine
EDWARD A. SPITZKA, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
FITZHUGH TOWNSEND, E.E.	Tutor in	Instructor in	Electrical Engineering
ARTHUR S. VOSBURGH, M.D.	Assistant Demonstrator	Demonstrator of	Anatomy
<i>Tutors</i>			
MAURICE A. LAMME, A.M.	Assistant in	Tutor in	Mineralogy
GUSTAVE M. MEYER, Sc.D.	Assistant in	Tutor in	Physiological Chemistry
ANNINA PERIAM, A.M.	Assistant in	Tutor in	Germanic Languages
CLIFFORD T. SWART, Mech.E.	Assistant in	Tutor in	Mechanical Engineering
<i>Lecturers</i>			
ARMOUR CALDWELL, A.B.	Assistant in	Lecturer in	English
PAULINE H. DEDEKER, A.B.	Assistant in	Lecturer in	Zoölogy
PHILIPP SEIBERTH, A.M.	Assistant in	Lecturer in	Germanic Languages

## CHANGES OF TITLE

To take effect, unless otherwise indicated, on June 30, 1905

*Professors*

NAME	FROM	TO
FREDERICK R. BAILEY, M.D., Adjunct Professor of Normal Histology		Adjunct Professor of Histology and Embryology
JOHN W. BURGESS, Ph.D., LL.D. (October 31)..... Professor of Political Science and Constitutional Law		Ruggles Professor of Political Science and Constitutional Law
CHARLES F. CHANDLER, M.D., LL.D. (October 31)..... Professor of Chemistry		Mitchill Professor of Chemistry
WILLIAM A. DUNNING, Ph.D., LL.D. (October 31)..... Professor of History and Political Philosophy		Lieber Professor of History and Political Philosophy
L. EMMETT HOLT, M.D., Sc.D. Carpenter Professor of Pediatrics		Carpentier Professor of Diseases of Children
WALTER B. JAMES, M.D., LL.D. (October 31)..... Professor of the Practice of Medicine		Bard Professor of the Practice of Medicine
CASSIUS J. KEYSER, Ph.D. (October 31)..... Professor of Mathematics		Adrain Professor of Mathematics
HARRY T. PECK, LL.D. (October 31)..... Professor of the Latin Language and Literature		Anthon Professor of the Latin Language and Literature
HENRY S. REDFIELD, LL.D... Professor of Law		Nash Professor of Law
JOHN K. REES, Ph.D. (October 31)..... Professor of Astronomy		Rutherford Professor of Astronomy
JAMES E. RUSSELL, LL.D. (October 31)..... Professor of Education		Barnard Professor of Education
EDWIN R. A. SELIGMAN, LL.D. (October 31)..... Professor of Political Economy and Finance		McVickar Professor of Political Economy
LUCIEN M. UNDERWOOD, Ph.D. (October 31)..... Professor of Botany		Torrey Professor of Botany
F. J. E. WOODBRIDGE, LL.D. (October 31)..... Professor of Philosophy		Johnsonian Professor of Philosophy

*Instructors*

NAME	FROM	TO
LINNÆUS E. LAFETRA, M.D....	Instructor in Pediatrics	Instructor in the Diseases of Children
A. M. MILLER, A.M.....	Instructor in Normal Histology	Instructor in Histology and Embryology
OLIVER S. STRONG, Ph.D....	Instructor in Normal Histology	Instructor in Histology and Embryology

*Tutors*

WILLIAM S. DAY, Ph.D.....	Lecturer in Physics	Tutor in Physics
FRANK S. MEARA, M.D.....	Tutor in Pediatrics	Tutor in the Diseases of Children

*Lecturers*

MYRON S. FALK, Ph.D.....	Instructor in Civil Engineering	Lecturer in Civil Engineering
KENNETH C. M. SILLS, A.M...	Tutor in English	Lecturer in English

*Assistants*

RICHARD F. DEIMEL, A.M....	Assistant in Mechanics	Assistant in Physics
CHARLES H. SMITH, M.D.....	Assistant in Normal Histology	Assistant in Histology and Embryology

## APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1905

*Professors and Administrative Officers*

NAME	OFFICE
WILLIAM C. DENNIS, A.M., LL.B..	Adjunct Professor of Law
EDWARD T. DEVINE, Ph.D., LL.D.	Schiff Professor of Social Economy
THOMAS HASTINGS, Diplomé, Ecole des Beaux Arts.....	Director of Atelier
CHARLES F. MCKIM, Litt.D.....	Director of Atelier
EDMUND B. WILSON, Ph.D., LL.D.	Dean of the Faculty of Pure Science
GEORGE F. SEVER, M.S.....	Acting Dean of the Faculty of Applied Science

*Instructors and Demonstrators*

HUGH AUCHINCLOSS, M.D.....	Demonstrator of Anatomy
WILLIAM C. CLARKE, M.D.....	Instructor in Surgery
WALTER R. CRANE, Ph.D.....	Instructor in Mining
WILLIAM W. LAWRENCE, Ph.D...	Instructor in English
JOHN W. DRAPER MAURY, M.D....	Instructor in Experimental Surgery
FREDERICK T. VAN BEUREN, M.D..	Demonstrator of Anatomy

*Tutors*

NAME	OFFICE
WILLIAM H. BUSSEY, Ph.D.....	Tutor in Mathematics
FREDERICK W. J. HEUSER, A.M... .	Tutor in the Germanic Languages and Literatures
EDWARD F. KERN, Ph.D.....	Tutor in Metallurgy
ARTHUR RAY MAXSON, A.M.....	Tutor in Mathematics

*Lecturers, etc.*

VILHELM FRIMAN BJERKNES, Ph.D.	Non-resident Lecturer in Mathematical Physics
WENDELL T. BUSH, Ph.D.....	Lecturer in Philosophy
GRACE A. HUBBARD, A.M.....	Lecturer in English
ROBERT J. LAU, Ph.D.....	Gustav Gottheil Lecturer in Semitic Languages
HENRIK ANTOON LORENTZ, Ph.D.	Non-resident Lecturer in Mathematical Physics
ANTONIO MARINONI, A.M. (November 1).....	Lecturer in the Romance Languages and Literatures
WILLIAM B. PARKER, A.B.....	Lecturer in English
JOHN R. POPE, Ph.B.....	Associate Director of Atelier
MARGARET REED, A.B.....	Lecturer in Zoölogy
ALGERNON DE V. TASSIN, A.M....	Lecturer in English
JOHN C. VAN PELT, A.M.....	Associate Director of Atelier
JOHN M. WOOLSEY, A.B., LL.B...	Lecturer in Law

*Assistants*

JOHN G. BOWMAN, A.M.....	Assistant in English
THOMAS HAMILTON BURCH, Jr., Mech.E.....	Assistant in Drawing
M. M. A. FONTRIER, A.B. (February 1).....	Assistant in Mathematics
FRANCIS M. HAMILTON, A.M.....	Assistant in Psychology
VIVIAN A. C. HENMON, Ph.D.....	Assistant in Psychology
MARION E. LATHAM, A.M.....	Assistant in Botany
LILLIE M. LAWRENCE, B.S.....	Assistant in Classical Philology
ARTHUR J. METTLER, B.S.....	Assistant in Analytical Chemistry
CHARLES E. MORRISON, A.M.....	Assistant in Civil Engineering
HARRY L. PARR, Mech.E. (February 1).....	Assistant in Mechanical Engineering
CHARLES W. RAMSDELL, A.M....	Assistant in History
THOMAS T. READ, E.M.....	Assistant in Mineralogy
STEWARD SLOSSON, A.B.....	Assistant in English
HARRISON R. STEEVES, A.M.....	Assistant in English
ROBERT M. STRONG, Mech.E.....	Assistant in Mechanical Engineering
DAVID F. SWENSON, B.S.....	Assistant in Philosophy
ALVAN A. TENNEY, A.M.....	Assistant in Statistics
GEORGE B. WATERHOUSE, B.S....	Assistant in Metallurgy
HANS ZINSSER, A.M., M.D.....	Assistant in Bacteriology and Hygiene

*Emeritus Professors*

ALONZO BRAYTON BALL, M.D.....	Emeritus Professor of Clinical Medicine
WILLIAM T. BULL, M.D. (Oct. 3).	Emeritus Professor of Surgery

## APPENDIX 2

### PUBLIC LECTURES

*UNDER THE AUSPICES OF THE UNIVERSITY*

#### **Probleme der modernen Geschichtswissenschaft**

**KARL LAMPRECHT, Ph.D., LL.D., Professor of History in the University  
of Leipsic**

- October      24. Der allgemeine Verlauf der deutschen Geschichte,  
                  psychologisch betrachtet.  
      "          25. Der Übergang zum seelischen Character der deutschen  
                  Gegenwart; allgemeine Mechanik seelischer Über-  
                  gangszeiten.  
      "          26. Zur Psychologie der Culturzeitalter überhaupt.  
      "          27. Universalgeschichtliche Probleme vom socialpsych-  
                  ologischen Standpunkte.

#### **La Questione Sociale in Italia**

**ATTILIO BRUNIALTI, Sometime Professor of Constitutional Law in the  
University of Turin, Member of the Italian Parliament,  
and Councillor of State**

- October      25. Unità e varietà del tipo italiano. Cause delle miserie  
                  di alcune regioni. Prime leggi sociali. Sviluppo  
                  della legislazione sociale. Il partito socialista al  
                  Parlamento. Socialisti e democratici cristiani.  
                  L'avvenire della questione sociale in Italia.

#### **The Revival of Learning**

**JOHN EDWIN SANDYS, Litt.D., Fellow and Lecturer of St. John's  
College and Public Orator in the University of Cambridge**

- April          7. The History of Ciceronianism.  
      "          8. The Study of Greek.

## Lectures on the Fine Arts

### *Series I (Illustrated)*

#### The Evolution of Ornament

ALFRED D. F. HAMLIN, A.M., *Professor of the History of Architecture*

November 14. Primitive and Savage Ornament.

" 21. Development of Motives and Patterns.

" 28. Persistence, Convergence, and Migration of Motives.

December 5. Nature and Imagination in Ornament Design.

### *Series II*

JEFFERSON B. FLETCHER, A.M., *Professor of Comparative Literature*

December 12 and 19. The Religion of Beauty in the Literature of the Renaissance.

### *Series III (Illustrated)*

ARTHUR WESLEY DOW, *Professor of Fine Arts in Teachers College*

January 16. Space and Mass Composition in Japanese Gardens.

" 23. Buddhist Art in Anuradhapura, the lost city of the Jungle.

### *Series IV (Illustrated)*

#### Greek Sculpture in Attica

CLARENCE H. YOUNG, Ph.D., *Adjunct Professor of Greek*

February 13. GENERAL INTRODUCTION. Sources of information. Essential characteristics and principles of Greek sculpture.

" 20. THE ARCHAIC PERIOD. Dominant influences. Development of different types of statues. Reliefs. Pedimental sculptures.

" 27. THE FIFTH CENTURY. Dominant influences. Works and artists of the Transition Period. Pythagoras. Calamis. Myron. Works of Phidias and his contemporaries.

March 6. THE FIFTH CENTURY (continued). Sculptures of the Parthenon. Other extant architectural sculptures and reliefs.

" 13. THE FOURTH CENTURY. Dominant influences. Cephisodotus, Scopas, Praxiteles, and their contemporaries. Sepulchral reliefs and other extant works.

20. THE HELLENISTIC AGE. Dominant influences. Extant sculptures. The Attalid dedication. Works of the Roman Period.

*Series V*ADAM LEROY JONES, Ph.D., *Tutor in Philosophy*

- March      27. The Experimental Study of Æsthetics.  
 April      3. The Sense of Beauty.

**Lectures on the James S. Carpentier Foundation****Law in its Relations to History**

Rt. Hon. JAMES BRYCE, D.C.L., LL.D., *Member of Parliament for South Aberdeen*

- October    10. The Relations of Law to other cognate branches of thought and study. The Study of Law in the abstract and in the concrete. History as the key to the Comparative Method. How the Historical and Comparative Methods ought to be applied.
- "        12. The Relations of Law and History explained and illustrated from a study of the Sources and the Substance of Law. Outlines of the History of the Sources of Law at Rome and in the countries which have followed the Roman Law.
- "        14. Outlines of the History of Law-making Authorities and the Sources of Law in England and in the United States.
- "        15. How the substance of the Roman Law was moulded by the historical development of the Roman People and State. How the Substance of the Law of England has been affected by the course of English History.
- "        17. Further remarks on the history of Anglo-American Law. Observations on the influence of the special historical conditions of the United States on the development of American Law. Some illustrations from the legal history of France, Germany, and Scotland. A recent Scotch ecclesiastical case.
- "        19. The Nature of Constitutional and Public Law in England and the United States as seen in the light of History. International Law considered as an Historical Product.
- "        21. The Place of Legal History in General History. Observations on the part played by law in the development of a Nation and a State. Reflections on the Value of History to the Lawyer and the Legislator.

*IN CO-OPERATION WITH THE AMERICAN MUSEUM OF  
NATURAL HISTORY*

**Jesup Lectures at the American Museum of Natural History**  
**The Evolution of the Horse**

HENRY FAIRFIELD OSBORN, LL.D., Sc.D., *Da Costa Professor of Zoölogy*  
*Curator in the American Museum of Natural History*  
*(Illustrated)*

- |          |     |   |
|----------|-----|---|
| February | 1.  | The Horse as an Animal Mechanism.                     |
| "        | 6.  | The Horse in Relation to the Idea of Evolution,       |
| "        | 8.  | The Fossil History of the Horse                       |
| "        | 13. | The Fossil History of the Horse ( <i>continued</i> ). |
| "        | 15. | Existing Races of Horses, Asses, and Zebras.          |
| "        | 20. | Probable Origin of the Domesticated Breeds of Horses. |

*IN CO-OPERATION WITH COOPER UNION*

**Hewitt Lectures at Cooper Union**

**Six Writers of the Eighteenth Century**

WILLIAM PETERFIELD TRENT, M.A., LL.D., *Professor of English Literature*

- |          |     |   |
|----------|-----|---|
| February | 20. | Daniel Defoe as Pamphleteer and Journalist. |
| "        | 27. | Daniel Defoe as Realistic Story-Teller.     |
| March    | 6.  | Matthew Prior and John Gay.                 |
| "        | 13. | Dr. Johnson.                                |
| "        | 20. | William Cowper.                             |
| "        | 27. | Benjamin Franklin.                          |

*UNDER FACULTY AND DEPARTMENTAL AUSPICES*

**FACULTY OF PURE SCIENCE**

**University Biological Lectures, Tenth Series**

**The Social Insects (Illustrated)**

WILLIAM MORTON WHEELER, Ph.D., *Curator of Invertebrate Zoölogy in the American Museum of Natural History*

- |       |     |  |
|-------|-----|--|
| March | 7.  | The Social Wasps.                        |
| "     | 10. | The Social Bees.                         |
| "     | 14. | The Structure and Instincts of Ants.     |
| "     | 17. | The Development of Polymorphism in Ants. |

- March      21. Extraordinary Adaptations in Ants.  
       "      24. Relations of Ants to Plants.  
       "      28. Social Symbiosis and the Guests of Ants.  
       "      31. The Termites and their Guests.

### Teachers College Lectures

#### Contemporary Educational Problems

- October      5. The Manual Arts in Education. Prof. F. M. McMURRY.  
       "      12. Teaching Children How to Study. Prof. F. M. McMURRY.  
       "      19. Organization of Public Education. Dean JAMES E. RUSSELL.  
       "      26. Ideals of German Education. Dean RUSSELL.  
 November      2. Ideals of English Education. Dean RUSSELL.  
       "      9. Tendencies in American Education. Dean RUSSELL.  
       "      16. The Problems of Elementary Education. Dean RUSSELL.  
       "      30. Child Labor in Its Relation to Public Education. Dr. S. McC. LINDSAY, *Secretary National Child Labor Committee.*  
 December      7. The College in Its Relation to the Future Secondary School Teacher. Prof. JULIUS SACHS.  
       "      14. School Extension and Adult Education. Dr. HENRY M. LEIPZIGER, *Supervisor of Free Lectures, New York City Board of Education.*  
       "      21. The Professional Interests of New York Teachers. Principal LYMAN A. BEST, of Brooklyn, *President of Interborough Council of New York Teachers.*  
 January      11. Faults in Modern Teaching of the Classics. Prof. GONZALEZ H. LODGE.  
 February      8. Teaching the Use of Good English. Mr. WALTER H. PAGE, *editor of "The World's Work."*  
       "      15. Education in New Japan. Prof. BASHFORD DEAN.  
 March      1. The Modern Trend in the Teaching of Physical Science. Prof. J. F. WOODHULL.  
       "      8. Recent Developments in the Teaching of Elementary Mathematics. Prof. DAVID EUGENE SMITH.  
       "      15. The Action of Teachers' Examinations. Dr. WALTER L. HERVEY, *of New York City Board of Education.*  
       "      22. The New Education in the South. Dr. WALLACE BUTTRICK, *of the Southern Education Board, Executive Secretary of the General Education Board and of the Peabody Educational Fund.*

- |       |     |  |
|-------|-----|--|
| March | 29. | Some Recent Tendencies in the Education of Women.<br>Dean LAURA DRAKE GILL.                              |
| April | 5.  | Outlook for Industrial Education. Prof. LIBERTY H.<br>BAILEY, <i>of Cornell University</i> .             |
| "     | 12. | The Place of Design in the Teaching of Art. Prof.<br>ARTHUR W. DOW.                                      |
| "     | 19. | Industrial Arts of the Orient. Prof. CHARLES R.<br>RICHARDS.   |
| "     | 26. | Public Responsibility for Public Schools. Dr. A. E<br>WINSHIP, <i>editor "The Journal of Education."</i> |
| May   | 3.  | The Moral Education of Children. Prof. HERBERT<br>G. LORD.   |
| "     | 10. | The Point of View. President BUTLER.   |

### Department of English

OTTO JESPERSEN, Ph.D., *Professor of English in the University of Copenhagen.*

November 3. A Foreigner's Impression of the English Language.

### Department of Germanic Languages and Literatures

#### History of German Civilization

ERNST RICHARD, Ph.D., *Lecturer in German*

- |          |     |   |
|----------|-----|---|
| November | 19. | Meaning and scope of the History of Civilization and<br>its relation to national psychology. Germanic<br>origins. |
| December | 3.  | The Germans at the time of their first contact with<br>Græco-Roman civilization.                                  |
| "        | 10. | Migrations. First conversions to Christianity.  |
| "        | 17. | Beginnings of state formation. The Holy Roman<br>Empire of the German Nation.                                     |
| January  | 14. | Feudal System. Monasteries.   |
| "        | 21. | Chivalry. Crusades. Emperor <i>vs.</i> Pope.  |
| "        | 28. | Colonization of the East. Founding of cities.   |
| February | 4.  | The height of power of the cities.  |
| "        | 11. | Germany before the Reformation.   |
| "        | 18. | The Age of Luther.  |
| "        | 25. | Beginning of the decay of German life.  |
| March    | 4.  | The Thirty Years War and its consequences. Sur-<br>vivals of culture.   |
| "        | 11. | The Age of Absolutism and of French influence.  |
| "        | 18. | First beginnings of modern science and industry.  |
| "        | 25. | Introductory to the Nineteenth Century: The Age of<br>Frederick the Great.  |

- |       |  |
|-------|--|
| April | 1. The Heroic Age of German culture. Kant. Goethe. Schiller. |
| "     | 8. Classicism. Romanticism. Liberalism.                      |
| "     | 15. 1848. 1871. Bismarck.                                    |
| "     | 29. Intellectual and spiritual life. Wagner. Nietzsche.      |
| May   | 6. Transition into the 20th Century.                         |

#### Lectures in German on Popular Subjects

- |          |  |
|----------|--|
| January  | 18. Theodore Roosevelt's deutsche Erziehung. Mit Lichtbildern. LOUIS VIERECK, J.U.D.   |
| February | 1. Die Anfänge des Germanentums. ERNST RICHARD, Ph.D., <i>Lecturer in German</i> .   |
| "        | 8. Die Reform des fremdsprachlichen Unterrichts in Deutschland. JULIUS SACHS, Ph.D., <i>Professor of Secondary Education</i> .   |
| "        | 15. Eisenach und die Wartburg. Mit Lichtbildern. JOHN BAUMEISTER, A.M., DeWitt Clinton High School.  |
| March    | 1. Das Riesengebirge und die Sage von Rübezahl. Mit Lichtbildern. AUGUST ULMANN, S.T.D., <i>Callisen School</i> .  |
| "        | 8. Die Hieroglyphen-Schrift der Chinesen in ihrer Entstehung und Entwicklung zur Schriftsprache. Mit Lichtbildern. FRIEDRICH HIRTH, Ph.D., <i>Dean Lung Professor of Chinese</i> . |
| "        | 15. Effecte, musikalische und andere, beabsichtigte und unbeabsichtigte. GUSTAV HINRICHS, <i>Conductor of Music</i> .  |
| "        | 22. Deutsche kämpfer für amerikanische Freiheit. GEORG von SKAL, <i>Editor of the Staats-Zeitung</i> .   |
| "        | 29. Friedrich Schiller. Mit Lichtbildern. R. TOMBO, Sr., Ph.D., <i>Tutor in the Germanic Languages and Literatures</i> .   |
| April    | 5. Altdeutsche und -niederländische Kunstwerke im Metropolitan Museum. GEORGE KRIEHN, Ph.D.  |
| "        | 12. Der deutsche Rhein in Wort und Bild. HENRY ZICK, Ph.D., <i>DeWitt Clinton High School</i> .  |

#### Department of Indo-Iranian Languages

##### The Literature of India

Unless otherwise indicated the lectures are by

A. V. WILLIAMS JACKSON, L.H.D., Ph.D., LL.D., *Professor of Indo-Iranian Languages*

- |              |  |
|--------------|--|
| November 21. | The Avesta and Zoroaster. DASTOOR RUSTAMJI EDULJI, <i>Parsee Deputy High Priest, Bombay, India</i> . |
|--------------|--|

- November 28. The Veda, India's Oldest Poetry.  
 December 5. The Mahabharata, the Great Epic of India.  
     "    12. The Ramayana, the Heroic Deeds of Rama.  
     "    19. The Early Drama of India. MONTGOMERY SCHUYLER,  
                         Jr., M.A., *Secretary of Legation and Consul-General  
                         to Siam.*  
 January 16. The Civilization of Early India.  
     "    23. Sanskrit Lyric Poetry.

## Department of Latin

ETTORE PAIS, Professor in the University of Naples

- November 4. *Saxum Tarpeium. (In English.)*  
" 7. *I problemi dell'antica storia Romana. (In Italian.)*

## Department of Philosophy and Psychology

## Some Problems in the Psychology of Conduct

JOHN DEWEY, Ph.D., LL.D., *Professor of Philosophy*

- |       |     |                                 |
|-------|-----|---------------------------------|
| March | 13. | Psychology and the Self.        |
| "     | 20. | Psychology and the Moral Self.  |
| "     | 27. | The Emotions in Conduct.        |
| April | 3.  | Judgments of Worth.             |
| "     | 10. | Pleasure and Happiness.         |
| "     | 17. | Egoism and Altruism.            |
| May   | 1.  | The Meaning of Ideals.          |
| "     | 8.  | Obligation.                     |
| "     | 15. | Institutions and Individuality. |

## Department of Physical Education

## Demonstration of Jiu-Do

Professor T. TOMITA, of the Peers' College of Tokyo,  
assisted by

Professor E. MAEDA, of the First Higher School of Tokyo

- March 21. Introduction by Professor MEYLAN. Explanatory remarks by Dr. TAKAMINÉ.

Department of Romance Languages and Literatures

## Lectures in French on Popular Subjects

- November 10. Questions de politique françaises: La Séparation des Eglises et de l'Etat. ADOLPHE COHN, LL.B., A.M., *Professor of the Romance Languages and Literatures.*

- November 17. La France à l'Exposition de Saint Louis. HENRI FRANÇOIS MULLER, B.S., *Tutor in the Romance Languages and Literatures.*
- December 1. Les jardins-cités de France (avec projections photographiques). M. GEORGES BENOIT LÉVY, *Avocat à la cour d'Appel de Paris.*
- " 8. Le Centenaire de Sainte-Beuve. HENRY BARGY, A.M., *Tutor in the Romance Languages and Literatures.*
- " 15. Le Théâtre Français à New York. Professor COHN.
- " 22. L'année 1904 en France. Professor COHN.
- January 12. La Cour de Louis XIII et la Noblesse sous Richelieu. Les Héros de Corneille. M. F. FUNCK-BRENTANO, *Conférencier Officiel de l'Alliance Française.*
19. La Cour de Louis XIV. Les Héros de Racine. M. FUNCK-BRENTANO.
- February 9. L'Académie Française en 1905. I. Les Historiens. Professor COHN
- " 16. L'Académie Française en 1905. II. Les Historiens. Professor COHN.
- " 23. Calvin écrivain. DANIEL JORDAN, B.S., Pd.B., *Instructor in the Romance Languages and Literatures.*
- March 2. L'Académie Française en 1905. III. Les Historiens. Professor COHN.
- " 9. L'Académie Française en 1905. IV. Les Critiques littéraires. Professor COHN.
- " 16. La France en Algérie. M. RENÉ MILLET, *Ancien Résident Général de France à Tunis.*
- " 23. La France en Tunisie. M. MILLET.
- " 30. L'Impératrice Joséphine et la Malmaison. M. MULLER.
- April 6. Le Misanthrope de Molière. Professor COHN. With readings from the play by M. ERNEST PERRIN.
- " 13. Le Langage des Cathédrales. M. BARGY. (Avec projections photographiques.)
- " 27. La réforme de l'Orthographe française. Professor COHN.

#### LECTURES DURING THE SUMMER SESSION

- July 13—Professor HERMAN HORRELL HORNE. Present Problems and Tendencies in Psychology.
- July 18—Professor WILLIAM HALLOCK. Artificial Refrigeration (Illustrated).
- July 20—Professor A. V. WILLIAMS JACKSON. The Lyric Poetry of India (Illustrated).
- July 25—Professor ADOLPHE COHN. Separation of Church and State in France.

- July 27—Professor WALTER BOWERS PILLSBURY. The Psychology of Reading (Illustrated).
- Aug. 1—Professor WILLIAM PETERFIELD TRENT. Matthew Prior, Poet and Diplomatist.
- Aug. 3—Professor FREDERICK JAMES EUGENE WOODBRIDGE. Evolution and Intelligence.
- Aug. 8—Dr. HENRY CLAPP SHERMAN. Milk: Production, Preservation, and Properties (Illustrated).
- Aug. 10—Professor RUDOLF TOMBO, Jr. Faust.

*UNDER THE AUSPICES OF THE ACADEMY OF POLITICAL SCIENCE*

- February 28. The Organization of Civil Government in Porto Rico.  
*Hon. CHARLES H. ALLEN, Vice-President of the Morton Trust Company, First Civil Governor of Porto Rico.* Opening of discussion by Prof. LEO S. ROWE, *University of Pennsylvania.*
- May 2. The Social and Political Outlook in Japan. Baron KENTARO KANEKO, *Member of the House of Peers of Japan.* Opening of discussion by Prof. GEORGE WILLIAM KNOX, *Union Theological Seminary.*

*IN COÖPERATION WITH THE LEAGUE FOR POLITICAL EDUCATION AND THE ASSOCIATION OF NEIGHBORHOOD WORKERS*

**Lectures on Neighborhood Work**

- January 12. Tenement House Population. Miss K. H. CLAGHORN, Ph.D.
- " 19. The Extension of Neighborhood Work in our Educational System. Mrs. MARY K. SIMKHOVITCH.
- " 26. Co-operation in Relief. Prof. EDWARD T. DEVINE.
- February 2. Progress by Legislation. Mrs. FLORENCE KELLEY.
- " 9. Housing. Mr. LAWRENCE VEILLER.
- " 23. The Neighborhood House as an Institution and as a Group of Social Workers. Mr. ROBERT A. WOODS.
- March 2. Changes in the Economic Structure of Society. Prof. E. R. A. SELIGMAN.
- " 9. The Uses of Leisure. Miss SCHEFFER, Miss CROZIER, and others.
- " 30. Labor. Miss JANE ADDAMS.

APPENDIX 3  
COMMITTEE ON EMPLOYMENT FOR STUDENTS  
REPORT OF THE SECRETARY  
JUNE 1, 1904, TO MAY 31, 1905

It is gratifying to report that the success which attended the efforts of the Committee during the years 1901-02, 1902-03, and 1903-04, did not fail during 1904-05. Continued While the total amount of the students' earnings Growth for 1901-02 was \$15,664.18; for 1902-03, \$57,724.57; and for 1903-04, \$74,021.17, the amount for 1904-05 is \$92,436.20. This large increase in the aggregate of the reported earnings is due in great measure to the activity of the Committee itself. In 1901-02 the Committee put students in the way of earning \$5459.68; in 1902-03, \$16,654.44; in 1903-04, \$27,452.10; and in 1904-05, \$43,032.11. The amounts that the students earned on their own initiative for these years were, for 1901-02, \$10,204.50; for 1902-03, \$41,122.13; for 1903-04, \$46,569.07; and for 1904-05, \$49,404.09. That is, while the independent earnings of the students have increased 353 per cent. during the last four years, their earnings through the aid of the Committee have increased 688 per cent.

The number of students that applied to the Committee for employment was 537—an increase of 29 over last year. The women applicants numbered 44. Of the 537 applicants, but 388 made reports of their earnings to the Committee, against 360 in 1903-04. The students reporting that they had earned nothing numbered 25. Last year 40 students reported their failure to secure employment. On the basis of the total number of applicants for employment, the average amount each student earned was \$172.13. For those returning reports the average was \$235.68, and for those reporting earnings it was \$257.34.

The total number of requests for student assistants was 334—an increase of 41 over last year. One hundred of these places, for one reason or another, were lost to the students,—a decrease of 12 over last year. The average value of each position was \$192.10; in 1903-04 the average was \$151.66. Each year the character and, consequently, the remunera-

tion of the positions that are brought to the attention of the Committee become of higher grade, and there is every reason to believe that this improvement will continue so long as great care is exercised in recommending applicants.

A summary of the earnings of the students during the Summary summer vacation of 1904 and the academic year of Earnings just closed is given below:

### SUMMER VACATION OF 1904

#### EARNINGS OF 226 STUDENTS

##### BY OCCUPATION

###### *Tutoring and Teaching:*

Through the Committee.....	\$ 6,385.38
Independently.....	\$ 8,023.87
	<b>\$14,409.25</b>

###### *Clerical Work:*

Through the Committee.....	6,636.43
Independently.....	2,452.75
	<b>9,089.18</b>

###### *Technical Work:*

Through the Committee.....	846.00
Independently.....	1,811.50
	<b>2,657.50</b>

###### *Miscellaneous Work:*

Through the Committee.....	4,335.13
Independently.....	6,206.89
	<b>10,542.02</b>

###### *Totals:*

Through the Committee.....	18,202.94
Independently.....	18,495.01
	<b>36,697.95</b>

##### BY SCHOOLS

<i>College:</i>	.
67 students earned.....	\$ 8,923.38
Average for each student.....	133.18

###### *Schools of Applied Science:*

39 students earned.....	5,591.60
Average for each student.....	143.37

###### *Medical School:*

17 students earned.....	2,963.00
Average for each student.....	174.52

###### *Law School:*

41 students earned.....	10,106.23
Average for each student.....	246.49

###### *Graduate Schools:*

48 students earned.....	7,673.41
Average for each student.....	159.86

###### *Women Students:*

14 students earned.....	1,440.33
Average for each student.....	102.88

### ACADEMIC YEAR, 1904-05

#### EARNINGS OF 388 STUDENTS

##### BY OCCUPATION

###### *Teaching and Tutoring:*

Through the Committee.....	\$ 17,302.39
Independently.....	19,478.08
	<b>\$36,780.47</b>

###### *Clerical Work:*

Through the Committee.....	2,732.67
Independently.....	3,303.65
	<b>6,036.32</b>

###### *Technical Work:*

Through the Committee.....	359.00
Independently.....	2,218.56
	<b>2,577.56</b>

###### *Miscellaneous Work:*

Through the Committee.....	4,435.11
Independently.....	5,908.79
	<b>10,343.90</b>

###### *Totals:*

Through the Committee.....	24,829.17
Independently.....	30,909.08
	<b>55,738.25</b>

##### BY SCHOOLS

<i>College:</i>	.
109 students earned.....	\$ 8,925.61
Average for each student.....	81.88

###### *Schools of Applied Science:*

58 students earned.....	5,632.69
Average for each student.....	97.11

###### *Medical School:*

31 students earned.....	3,920.29
Average for each student.....	126.46

###### *Law School:*

66 students earned.....	11,273.98
Average for each student.....	170.81

###### *Graduate School:*

95 students earned.....	24,305.43
Average for each student.....	255.84

###### *Women Students:*

29 students earned.....	1,680.25
Average for each student.....	37.93
	<b>\$92,436.20</b>

###### Totals for the fiscal year 1904-05:

Through the Committee.....	\$43,032.11
Independently.....	49,404.09

	<b>\$92,436.20</b>
--	--------------------

The need of a larger student loan fund was again demonstrated last year, when at the time for the payment of the tuition fee for the second term a number of excellent students were considerably embarrassed for a **Loan Fund** time because of their inability to secure sufficient employment at the critical moment. The income from the only loan fund at present available is so small that but very few students receive any benefit from it.

In addition to a larger loan, there should be available a sum of money for a newspaper advertisement to the effect that competent temporary assistants for pretty nearly every line of work can be had on application to the Committee. Such an advertisement in one or two of the daily papers would bring the work of the Committee to the attention of many people in the city who have need for just such assistance as the students can give, but who are not aware of the possibility of securing efficient assistants at the University. The surprise which many people express on learning of the work of the Committee seems to indicate that a very material increase in the earnings of the students would result from such a standing advertisement.

So far as opportunities for remunerative employment at Columbia University are concerned, each year's experience is merely a repetition of the conclusion drawn from the work in 1901-02, namely, that, if a student really has anything to offer in the way of intelligent and reliable service, he will find some one in New York that can make use of it. Two or three months may elapse before the opportunity presents itself, but generally at the expiration of that time, if the student possesses the proper qualifications, he will have found work. The student himself is the main factor in the problem.

Respectfully,

REUBEN A. MEYERS,

*Secretary, Committee on  
Employment for Students.*

## APPENDIX 4

### EARL HALL

*To the President of Columbia University  
in the City of New York,*

SIR:

As Chairman of the Advisory Committee of Earl Hall I beg leave to make the following report on the work of the year just closing:

For the position of General Secretary to succeed Mr. Beaver for the coming year, we have secured Benjamin O. Satterwhite, a graduate of Princeton in 1904, President General of the Philadelphian Society of Princeton during Secretary the last year of his college course, Secretary of the College Department of the Christian Association here during the current year (while taking special graduate work at this University), and having charge of all the Earl Hall public meetings last winter. He is twenty-four years of age, mature for his years, has made acquaintances rapidly and wisely at Columbia, and the Committee feels that the work of Earl Hall will go forward in a satisfactory way under his administration.

The expense budget for the coming year will be kept within the same amount as that contributed for the current year. Considering the greatly increased demands upon those in charge of Earl Hall, and the much larger field covered by all undertakings, the Committee is very glad to find no increase of expenditure necessary.

The statistics showing the uses of Earl Hall during the year will surprise the few who still for some reason fail to understand how completely the Hall has been accepted by students as their general place of assembly for either social life or

business meetings. But these statistics really tell very little of the increased interest and satisfaction of all who make use of the Hall. The spirit of service so distinctly manifested by all those officially connected with the administration of the Hall has met with keen appreciation and very hearty response. It is hardly too much to say that the enjoyment of the Hall, in the best sense of that word, has increased a hundred-fold during the past year.

Through the co-operation of King's Crown, the Board of Student Representatives, and large numbers of the best and most influential students, there has been a much more careful and satisfactory use of the equipment and rooms than during last year. The wear on furniture and the general deterioration of the equipment are necessarily considerable each year, but the current year has been comparatively free from those evidences of indifference and carelessness on the part of a few which occasioned such sharp and deserved criticism in the earlier days of student occupancy. There has not been a single instance of serious disorder, nor has there been a noticeable lack of consideration for the comfort and convenience and general well-being of others.

At the time of the partial destruction of the studios of the Academy of Design by fire, three of its classes were transferred to Earl Hall and continued there until the close of the Academy year. The students of the University were very generous in making this grant of room, the occupancy of which was not without considerable inconvenience to their own organizations.

Following is a condensed statement of the uses of the Hall for the year:

The figures given are for men only. No details reported for use of ground floor by women, but all rooms on that floor are in use every week-day afternoon.

	Total Organizations	Total No. Meetings	Aggregate Attendance
Religious and Philanthropic (Christian Association, 20; other Associations, 10)	30	654	6,011
University Chapel.....		150	2,250
Literary.....	26	383	5,249
Scientific.....	2	17	407
Carried forward.....	58	1,204	13,917

	Total Organizations	Total No. Meetings	Aggregate Attendance
Brought forward.....	58	1,204	13,917
Musical.....	7	215	2,697
The Rubner Recital.....			150
Glee Club Concert.....			250
Social.....	3	102	2,040
Mass-Meetings, Teams, etc.....		30	2,770
Social Functions.....		17	2,110
Occasional, Class Committees, etc.....		93	770
Lectures and Special Functions.....		17	5,420
Totals.....	68	1,678	30,124

Average daily attendance *recorded*, 182. Daily attendance not so recorded, about 350. Total average daily attendance by conservative estimate and by record, something more than five hundred.

Expenses of light, heat, water, janitor-service, and general repairs and maintenance (met by the University).....	\$2,000
Expenses of Secretarial salaries and Hall work only (by the Alumni).....	2,250
Expenses of Reading-room, receptions, salaries, printing, and incidentals (by the Christian Association).....	2,300

In closing, the Committee begs leave to reiterate the thought which was expressed in the last paragraph of its last Annual Report: that because Columbia is building on true university lines, with a constantly increasing number of graduate students, and under what may be called metropolitan conditions, all who are interested in the University must put forth unusually intelligent and continued and effective effort in order that the recognition of common interest and the spirit of good fellowship, which are such desirable features of college and university life, may be maintained and strengthened. During the year which has just closed, Earl Hall has proved itself a very competent agent in this work. It is again warmly commended to the generous support of the University officers, graduates, and students of each and every College and School of the University.

Respectfully,

JAMES H. CANFIELD.

## APPENDIX 5

### GIFTS AND BEQUESTS, 1904-05

(For details as to gifts in money, see Report of the Treasurer,  
page 265)

(1) Gifts and Bequests for the Creation or Increase of Special Trust Funds.....	\$285,691 89
(2) For Buildings and Grounds.....	834,805 34
(3) For other Designated Purposes:	
Library.....	\$21,020 20
Fellowships, Scholarships, and Prizes.....	3,250 00
Departmental:	
Astronomy.....	\$ 1,545 15
Botany .....	15 00
Chemistry.....	13,582 41
Economics and So- cial Science .....	800 00
Electrical Engineer- ing.....	682 65
German.....	1,730 00
Mechanics.....	54 34
Mining and Metal- lurgy (including Interest on Spe- cial Fund).....	1,102 25
Oriental Languages.	100 00
Pathology.....	700 00
Philosophy and Psy- chology .....	500 00
Surgery.....	1,500 00
Zoölogy .....	500 00
(4) Miscellaneous.....	22,811 80
	12,827 65
	<hr/>
	59,909 65
	<hr/>
	\$1,180,406 88

#### (5) Gifts other than Money (General):

Picture of the University build-  
ings and grounds in 1904

Carved screen

Isaac N. Seligman  
Chin Yung Yen and his asso-  
ciates among the students  
of the Chinese Govern-  
ment in New York

Japanese vase and stand	Jiroshichi Aburatani and his associates in the Columbia Club of Japanese students
Collection of scientific instruments, formerly the property of Ernest Kempton Adams	
Photograph of a miniature of Gershon Mendez Seixas, Trustee of Columbia College from 1787 to 1815	Edward D. Adams
Portrait of Alexander Hamilton, from the original by Jonathan Trumbull	Mrs. Annie Nathan Meyer
Framed photograph of the Royal Brief, granted by King George III. to William Smith and James Jay, authorizing them to collect money in Great Britain for King's College and for the College of Philadelphia	Class of 1877
Exhibit of the Subway at the St. Louis Exposition, consisting of models of the Subway and of the Harlem River tunnel, of a section of minerals, of sections of columns, cables, and other parts, and of a number of large framed photographs	Dr. Weir Mitchell
Portrait of Professor Charles F. Chandler	Rapid Transit Railroad Commissioners and William Barclay Parsons Through the Association of the Alumni of the Schools of Science

## SPECIAL

*To the Department of Chemistry:*

Roessler & Hasslacher Company, 1 jar of cyanide of sodium (99 %)	through Jacob Hasslacher.
Standard Oil Company, Petroleum coke. Tucker, Columbia University	Presented by S. A. Hart, Lafayette College. Cæsium alum from pollucite
M. J. Falk, Columbia University. Silkworm gut from Spain	
Western Carbonic Acid Gas Company, San Francisco, Cal., through Charles S. Harker. Magnesite	
R. T. Hirsh, Columbia University. Sample of bird guano from island of Lobos-de-afeura	
R. M. Olyphant, Columbia University. Old Carcel lamp	
Merck & Company. 43 samples of alkaloids	
Sanford Mills, Sanford, Maine. Collection of mohair plush samples	
Massachusetts Mohair Plush Company. Collection of mohair plush samples	
Willson Aluminum Company. Sample of low carbon ferrochrome. Presented by George O. Seward, manager	
Kuttroff, Pickhardt & Company, through the kindness of Dr. Hesse. 2 lbs. uranine	
Leerburger Bros. 4 oz. essence of maple	
Dr. Hugo Schweitzer. Set of 8 samples illustrating the preparation of certain new dye stuffs	
H. W. Gerhard, Class 1906. Specimens of lead and zinc	

H. W. Gerhard, Class 1906. Specimens of rubber from La Zacualpa Rubber Plantation

Edward D. Adams. 2 tantalum incandescent lamps

Prof. G. F. Sever. 2 tantalum incandescent lamps

Farbenfabriken of Elberfeld, Fr. Bayer & Co. Large collection of new coal-tar colors for use in the industrial laboratory

H. A. Metz & Co. Large collection of new coal-tar colors for use in industrial laboratory

Prof. H. L. Wells, Yale University. Beautiful collection of rare haloid salts of cæsium made from pollucite

*Department of Electrical Engineering:*

24 electrical measuring instruments Weston Electrical Instrument Co.

Precision voltmeter and precision resistance box Paul McGahan

*Law School:*

Portrait of Chancellor Kent. (Copy of the portrait by Rembrandt Peale)

*Medical School:*

Rowland apparatus for the grinding of bacteria and tissues in liquid air Dr. Christian A. Herter

*To the Library:*

Avery, Samuel P..... 2 bronze medallions.

Butler, President..... 1 medal.

California State Mining Bureau..... 8 maps.

France, Ministère de l' Instruction..... map.

Green, Dr. Samuel..... 2 portraits.

Hendricks, Mrs. H..... box of minerals.

Holden, E. B..... 12 pictures.

International Nickel Co..... 1 medal.

Keppel, Frederick..... autograph letter by Prof. Torrey.

Klaber, S., & Co..... 9 photographs.

Low, Seth..... 1 picture.

Lynes, Mrs..... 15 Chinese rubbings.

Maryland Geological Survey..... 2 maps.

New Jersey Geological Survey..... 11 maps.

New York, Secretary of State..... 1 set maps.

Ostheimer Bros..... 6 pictures.

Russia, Forestry Department..... map.

Russia, Ministry of Agriculture..... 6 maps.

Shotwell, James T..... 1 package of French newspapers in connection with the Dreyfus trial.

Teachers College..... 5 packages of German newspapers.

Townsend, Thomas S..... 2 framed photographs.

United States Geological Survey..... 84 maps.

United States Military Academy..... facsimile of Articles of Capitulation.

Victoria (Australia) Department of Mines..... map.

Wade, H. T..... brick from Maison du Punk.

Woolson, Ira H..... 9 charts.

*For gifts of books, see Report of Librarian, page 261*

## COLUMBIA COLLEGE

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I beg to submit herewith my report upon the College for the academic year ending June 30, 1905.

**Enrolment** The number of students matriculated during the Statistics year was 534, distributed as follows:

Seniors.....	106
Juniors.....	119
Sophomores.....	113
Freshmen.....	147
Special Students.....	49—534

In addition to the above there were 31 university students taking one or more courses in the College, making a total of 565.

The ages of the students at the beginning of the year, the residences of the students and other enrolment statistics are given in the report of the Registrar.

Of the members of the Freshman class, seventy-nine were admitted provisionally—that is, with entrance conditions to fulfil. Such students are held under probation till the end of the first half-year. Just prior to the close of the probationary period, the Dean considers the special reports made to him by heads of departments in the case of each conditioned student, and determines whether he is to be admitted to full

standing, have his period of probation extended, or be dropped from the roll.

Under this provision twenty-two were advanced to full standing at the end of the first term; the others had their period of probation extended until the beginning of the next academic year. Six members of the Freshman class, one of the Sophomore class, three of the Junior class, two of the Senior class, and four special students retired from the College during the year.

Under the wide privilege accorded candidates for admission in making the fifteen points required, of the one hundred and twenty-three students admitted on examination to the Freshman class (seventeen were admitted without examination on the Regents' Academic Admission Diploma and seven from other colleges), thirty-seven offered both Greek and Latin for entrance, sixty-eight offered Latin and not Greek, and eighteen offered neither Greek nor Latin.

A table is here given containing the number of hours a week taken by the students in the several classes. Of the Seniors, sixteen are unaccounted for, three having taken the full first-year course in medicine, and thirteen the full first-year course in one of the Schools of Applied Science. Twenty-seven members of the Senior class, some of whom elected also extra studies in the College, took the first-year course in law, which is credited in the table with fifteen hours a week.

Hours a week	Freshmen (147)	Sophomores (113)	Juniors (119)	Seniors (90)
9	1	..	1	..
10	..	..	1	1
11	1	1	..	..
12	..	..	..	2
13	..	..	..	3
14	2	3	4	2
15	54	9	12	42
16	22	19	21	8
17	33	19	24	15
18	27	25	20	5
19	7	20	10	2
20	..	7	15	3
21	..	7	7	3
22	..	3	..	3
23	..	..	1	1
24	..	..	3	..

The choice of electives outside of prescribed subjects, **Choice of Electives** and other items of interest formerly given in the Dean's report, may be learned from the report of the Registrar.

There are four prizes for bestowal upon members of the graduating class: the Prize of the Alumni Association, the Chanler Historical Prize, and two Seminary Prizes.

The three students nominated by the Faculty to the Senior class as candidates for the Alumni Prize of \$50, given annually by the Association of the Alumni to the most faithful and deserving student of the graduating class, were Samuel Lloyd Barrick, M. M. Achilles Fontrier, and Robert LeRoy. The class made no choice within the limit of time allowed and, under the regulations, the Faculty awarded the prize to Mr. LeRoy.

The Chanler Historical Prize, consisting of the income of a fund of \$1000 bequeathed by J. Winthrop Chanler of the Class of 1847, and given annually to that member of the graduating class who shall be the author of the best original manuscript essay in English prose on the history of civil government in America, or some other historical subject assigned by the Faculty, was awarded to Gordon S. P. Kleeberg for an essay on "The Development of the Republican Party." Honorable mention was made of Edward Henry Green.

The "Curtis Medals," provided annually out of the income of a fund, established and named in honor of the memory of the late George William Curtis, for excellence in the public delivery of English orations written by the competitors, were awarded—the Gold Medal to Harold L. R. Thomas of the Class of 1905, and the Silver Medal to Thomas F. Clark of the Class of 1905.

The Society for Promoting Religion and Learning in the State of New York offers a Greek Seminary Prize of \$30 and an English Seminary Prize of \$20 for competition by members of the graduating class who are candidates for the General Theological Seminary of the Protestant Episcopal Church in the United States. The Greek Prize was awarded to Stanley Brown-Serman; and the English Prize to Harold L. R. Thomas.

Five scholarships of the annual value of \$150 each during the College course are open for competition to candidates for admission to the Freshman class who are examined in June and pass complete entrance examinations in subjects aggregating the fifteen points requisite for admission:

The Alumni Competitive Scholarship, open to all candidates. The papers of the candidates who pass a satisfactory examination are considered by the Committee on Admissions, and the one whose papers as a whole are entitled to the highest rank is awarded the scholarship. At the recent examinations this scholarship was awarded to Herbert Calvin Skinner, Morris High School, general average, 89.10 per cent. of a possible maximum.

A Hewitt or Harper Scholarship, open for competition to graduates of the New York City High Schools. At the recent examinations a Hewitt Scholarship was awarded to Francis Salzano, De Witt Clinton High School, general average, 82.05 per cent.

Three Brooklyn Scholarships, open for competition to candidates who are residents of Brooklyn, N. Y., and have received their training in either the public or the private schools of that borough. The papers of the qualified competitors who pass a satisfactory examination are considered by the Committee on Admissions, and the three candidates whose papers as a whole are entitled to the highest rank are awarded the scholarships. At the recent examination these scholarships were awarded to three pupils of the Boys' High School, namely, Charles Rivers Carroll, average, 86.21 per cent.; Frederick Adolph Rice, average, 84.60 per cent.; Gerard Alston Reichling, average, 81.13 per cent.

Of the one hundred and six members of the Senior class, seventy-four were fully enrolled, and the remainder failed of full enrolment because of previous deficiencies (see College Announcement, 1904-05). Of the seventy-four, sixty-five were graduated; five failed in some study or studies of the first year in Law, which they had chosen; one failed in some subjects in the first year of the Schools of Applied Science; one in Latin; and two were not present at the final examinations. Of the remaining thirty-two, two retired during the

year and seventeen received degrees. Four students who entered with this class completed the requirements for graduation, with the exception of a thesis, a year ago; they presented satisfactory theses in the course of the year and were graduated. Ten members of the Junior class—seven of whom completed the requirements for A.B. in three years—one special student, six members of the Class of 1904, one of 1903, one of 1902, and one of 1899 (whose diploma had been withheld because of irregularities) were also graduated—making a total of one hundred and six Bachelors of Arts in the academic year 1905, of whom ninety-six received their degrees at the Commencement held on the fourteenth instant.

The year that has just closed has been a prosperous and a fortunate one in its accomplishment and its promises.

The College has had a greater number of students than in any previous year since its foundation, and appears to be **Faculty** growing faster, proportionately, than any other **Advisers** part of the University. There has been in the course of the year a noticeable approach to each other of officers and students, a growing companionship and intimacy of the highest service to both alike. A system of advisers has been put into operation by which a student is not required, but recommended, to choose an officer with whom he may consult, confidentially and freely, as to his selection of studies and any matter that concerns or interests him as a member of the College community. This system is so evidently beneficial in effect that it must certainly extend itself. It does not as yet appear expedient to make the choice of an official adviser obligatory upon every student: as, however, in such a large community as the College has grown to be, there must always be some reluctant and difficult members, the *vis a tergo* will be applied when, and so far as, it may be found necessary or judicious.

A notable accomplishment of the year was the adoption of a new program of studies. This matter was under con-  
**The New** sideration for the greater part of two years. It  
**Program** was debated in all its aspects, reported upon by  
**of Studies** differently constituted committees, discussed in the University Council by representatives of all the Faculties of

the University, and made the subject of recommendation by the Council to the College Faculty on the ground that the decision of the question affected every part of the University. It is a remarkable and most gratifying circumstance, unique, I think, in academic history, and constituting a strong assurance of the substantial soundness of the conclusions arrived at, that the program was finally adopted, without a dissenting voice, by the College Faculty consisting of forty members. This program will become active on July 1, 1905.

The principal aim of the program is improvement in quality of scholarship among the students in general. This is sought by:

(1) The admission of students twice a year instead of once as heretofore, in February as well as in September. This makes practicable a more rigid enforcement of the entrance requirements. If a student has to wait for admission a whole year because of his failure to reach the standard required for entrance, there is a very strong pressure from without, on the Committee on Admissions, and no little pressure from within, to admit on probation a student not fully prepared. This course is often injurious to the student by discouraging him at the start, and harmful to his fellows by tending to retard their progress. With only three or four months to wait, during which an insufficiently prepared student who has learned his deficiencies may make them good, the pressure both from without and within will be so far relieved that insistence upon due preparation on the part of every candidate can not encounter serious opposition anywhere, and this must be of distinct advantage to scholarship.

(2) A provision by which "excellence" in scholarship (denoted by the letter A) in not less than two courses in any half-year, with a "good" grade (denoted by the letter B) in all other courses taken in that half-year, is to receive additional credit by a clearly understood and easily applied process. At the same time a negligent or incapable student who is graded as "poor" (denoted by the letter D) in more than one of his courses, will receive no credit whatever for more than one of them.

(3) The substitution, as a modern-language requirement, of

two years of French or German instead of one year each of French and German; and further, the replacing of half-year courses in psychology and economics by a full year's course in the history of philosophic and scientific concepts and the principles of scientific method.

(4) The requirement that every candidate, before being eligible for graduation, must make, exclusive of prescribed work, not less than nine points in some one department. This will necessitate that every successful student shall do what many now do—concentrate time and attention on a selected subject long enough and seriously enough to get below the surface and acquire something of the spirit of scholarship. This end is further subserved by permitting a student, after he shall have fulfilled the prescriptions for graduation, to devote about two-thirds of his time to study in a single department chosen by him under suitable advice.

The number of points required for a degree has not been diminished; but, by provisions such as those alluded to, excellence of performance will operate to lessen the time required for graduation. For a number of years students have been graduated after three years of residence, but they have accomplished their purpose by increasing the number of courses taken by them in a year and thus scattering their energies; now they may reach the same end by concentrating their attention and so deepening their knowledge of given subjects, to their manifest advantage.

Further, the program makes a better articulation of the College courses with those of technical, professional, and non-professional Faculties of the University. The arrangements that have hitherto existed in this regard ate into the heart of the College, by minimizing its influence and disciplinary force, by creating a feeling of impatience and unrest among the students who were looking forward to technical studies, and by encouraging, and even making necessary, the taking of an undue number of merely elementary courses. The prescriptions with regard to options in the professional schools in the new program obviate, in good part, the infelicities referred to without introducing new ones. While they retain and emphasize all that was best in the so-called "Columbia plan,"

they do it by upholding the dignity and authority of the College, which suffered under the old regime, and by restoring to the student, in large measure, that which is of infinite value to him, the disciplinary training of the first two years of the academic course. They do something more, I think—they serve to relieve the professional schools from the importunity to admit students, perhaps the danger of admitting them, directly from the high school. The high school and the professional school cannot properly be put side by side, and the door of one made to lead into the lecture-room of the other. The limitations of the high school are too many and too serious, in the age of the pupils, the character of the discipline, and in the mode of presenting the subjects of study; there is but little initiative on the part of the pupil, but little real self-dependence, too much accountability to a master, and too little accountability to one's self. The time at which school training ordinarily stops finds a youth too immature to have accomplished more than a fit preparation to enter upon the greater responsibility, the greater liberty, and the wholly new view of the purposes of study that belong to college life. There are also many important subjects of study which can not be pursued in the high school, or pursued too little way and under too difficult circumstances to have sufficient effect in opening the mind, cultivating the attention, and broadening the intellectual view, to prepare a youth suitably to enter upon a professional course. The deficiencies incident to the high school should be made good by a college training.

While it is not judicious that a student should enter a professional school from the high school, the intervening way between the two should not be unduly lengthened out of regard for old traditions, nor unduly shortened in compliance with the present-day insistent cry of haste. The new program makes not less than two full years in the College the necessary preparation for a Columbia student to enter one of the professional schools of the University and continue his course for an academic degree.

The program makes provision for two degrees, Bachelor of Arts and Bachelor of Science.

For admission to the Freshman class fifteen "points" are

required. Every candidate must make three of these points in English and three in elementary mathematics. The remaining nine may be made by any practicable combination of the twenty-one subjects following (the numeral in parenthesis after a subject indicates the number of points assigned to it):

The candidate may offer any of the following subjects, without other restriction than that to offer an advanced subject will involve offering, either at the same time or earlier, the corresponding elementary subject: Elementary Greek (3); Elementary History (2); Elementary Latin (4); Intermediate French (1); Intermediate German (1); Advanced Greek (1); Advanced History (1); Advanced Latin (1); Advanced Mathematics (1); Advanced Physics (1); Music (1); Drawing (1). The candidate may offer not more than 4 points in all from the three subjects following: Elementary French (2); Elementary German (2); Spanish (2). The candidate may offer not more than 3 points in all from the six subjects following: Elementary Physics (1); Chemistry (1); Botany (1); Physiography (1); Shop-work (1); Zoölogy (1). ("Points" here represent the number of years at the rate of five periods a week, normally required in the secondary school to prepare adequately for the College entrance examination.)

After admission, all candidates for a degree are required to take courses as follows: English A and B (10); French A and B (unless offered for admission), or German A and B (unless offered for admission) (6); History A (6); Mathematics A (unless Advanced Mathematics has been offered for admission) (6); Philosophy A (6); Physical Education A and B (4); Natural Science A (if not offered for admission) (6). (A "point" here represents one hour a week spent in lecture- or class-room, or two hours a week spent in laboratory or drawing-room, in a given subject for one half-year.)

A candidate for the degree of Bachelor of Arts must present Latin for admission, four points: *i.e.*, he must have Degrees studied Latin four years, five periods a week, in a of A.B. secondary school. After admission, he must take and B.S. Latin at least three hours a week for not less than one year, six points—unless he has satisfied "Advanced

Latin" at entrance. In addition he must take Botany, Chemistry, Geology, Physics, Psychology (experimental), or Zoölogy: two half-year courses aggregating six points. This completes his prescriptions; the rest of his course may be made up at will under certain well-defined restrictions.

A candidate for the degree of Bachelor of Science need not, and usually will not, offer Latin for entrance; the four points which the candidate for A.B. must make in Latin, he may make at will among the topics allowed. He will ordinarily offer Elementary Physics and Chemistry (aggregating two points); some of the remaining seven points may, but need not, be obtained by offering additional science. After admission he must take Anthropology, Astronomy, Botany, Chemistry, Geology (including Mineralogy), Mathematics, Mechanics, Physics, Psychology, or Zoölogy: at least four half-year courses in one or more of these subjects, in all, twelve points. In all other respects the program of studies leading to the degree of Bachelor of Science, and the regulations governing it, are identical with the program and regulations for the degree of Bachelor of Arts.

On examination and reflection it will appear that the difference in the curricula for the two degrees is not a "very small" one. The distinction is particularly marked in the exactions for admission. It is obvious, I think, that the entrance requirements for candidates for B.S. need to be made more stringent and substantial. The attention of the Faculty will be called to this matter as early as may be practicable.

It is more than probable that the difference in the courses for the two degrees will gradually be enlarged and accentuated. There is too little of letters prescribed in the curriculum for A.B. and too little of science in that for B.S., to satisfy earnest advocates of either course. In extending and emphasizing this difference the true intent of collegiate education will necessarily be kept in mind, and that is, not so much the acquisition of knowledge as the formation of habit and scholarly taste. In this fundamental matter, the "humanities" have much to learn from "science," and science has no less to learn from the humanities. Science may give, as it

has given, to the study of the humanities, precision, directness, practicality in the forwarding of human interests and in the development of human history; the humanities may give to the study of science, and must give to it if science is to have a prominent and enduring place in a collegiate curriculum, non-materialism, humanism, æstheticism, spirituality. And these two courses side by side in Columbia College, with the supporters of each endeavoring to demonstrate, by results achieved, the superiority of his favored course in the forming of cultivated and high-minded men—not specialists, but broadly educated and thoroughly trained men qualified to enter with effectiveness upon any subsequent course that may be chosen—must, in time and inevitably, result in making the two courses measurably equal in accomplishing the highest purpose of college education, in the abandonment of that one which proves itself the less efficient, or in the arrangement of a curriculum having the best parts of each and superior to either. And while this very interesting and momentous experiment is being made, Columbia will not have entirely abandoned a curriculum which her own history, and that of other American colleges, has shown to be admirably adapted to its main purpose, in favor of one of which the equivalence or superiority in effect has yet to be demonstrated.

In several of my previous reports I urged the need of a College Hall. I now express my devout thankfulness that the College need is in course of being supplied through a most Hall timely, wise, and generous gift. With the dormitories now approaching completion; the excellent program of studies recently agreed upon; an appropriate, dignified and, for some years at least, ample Hall wholly devoted to the uses of its students, the College will have a becoming place in the general university scheme, will, I believe, grow rapidly in number of students, extend its influence, and enhance its usefulness to every part of the University and to the community at large.

Respectfully submitted,

J. H. VAN AMRINGE,

*Dean.*

## SCHOOL OF LAW

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the following report of the condition of the School of Law for the academic year ending June 30, 1905.

The number of students registered in the School during the year has been 370, distributed as follows: Third-Year Class 126, Second-Year 99, First-Year 134, Unclassified Candidates for a Degree 9, Special Students 2. Total 370.

The figures for the first-year class include 104 graduates of various approved colleges, three non-graduates Enrolment previously matriculated, and 27 members of the Statistics Senior class in Columbia College.

Of the special students, nine were college graduates on their admission to the School, two had completed three years of a college course, and one was a previously matriculated student.

With the disappearance from the School of the last class which entered on the Regents' Academic Diploma, and the admission next fall of a first-year class composed exclusively of men who have had the training of a college course, the student body of the School will assume for the first time the homogeneous character contemplated by the Faculty and Trustees when the present requirements for admission were instituted. It is estimated that of the students who will be enrolled in the School next year, not more than thirty will

be without the evidence of academic training afforded by a college degree, and that all but two or three of these will have completed at least three years of approved college work.

The final examinations were taken by 133 members of the first-year class, 110 of the second-year class, and 124 of the third-year class. Of the last-named class 113 passed successfully and were recommended for the degree of LL.B. In addition to these, 9 former members of the School, who were entitled to take the examinations for the degree, presented themselves, 6 of whom passed in the subjects in which they were respectively deficient, making the total number of candidates recommended by the Faculty for the degree of Bachelor of Laws 119.

The courses given under the auspices of the Faculty of Law, the names of the instructors, the number of lectures **Program** given per week in each subject, the number of **of Studies** students taking the several courses, and the number presenting themselves for examination therein, are given in the following table:

<i>First Year</i>				
Title of course	Instructor	Hours per Week	Number Registered	Number Examined
Contracts.....	Prof. Terry.....	4	128	130
Criminal Law.....	Prof. Scott.....	3*	133	110
Domestic Relations.....	Prof. Scott.....	2	135	120
Equity.....	Adj.-Prof. Stone....	2*	138	133
Pleading and Practice.....	Prof. Redfield.....	2	139	121
Real and Personal Prop- erty.....	Prof. Kirchwey.....	2	138	126
Torts.....	Prof. Burdick.....	2	137	123
American Constitutional Law.....	Prof. Burgess.....	2	21	11
<i>Second Year</i>				
Admiralty.....	Prof. Scott.....	2*	11	10
Agency.....	Mr. Reynolds.....	2	82	98
Carriers.....	Mr. Reynolds.....	2	74	74
Domestic Relations.....	Prof. Scott.....	2*	46	41
Equity—Trusts.....	Adj.-Prof. Stone....	2	99	99
Insurance.....	Prof. Burdick.....	2*	47	—
Negotiable Paper.....	Prof. Canfield.....	2	70	65
Pleading and Practice.....	Prof. Redfield.....	2	96	95
Quasi-Contracts.....	Prof. Scott.....	3*	71	—
Real and Personal Property	Prof. Kirchwey.....	2	97	110
Sales.....	Prof. Burdick.....	2	97	97
Administrative Law.....	Prof. Goodnow.....	2*	15	11

\* Half-year courses

*Second Year (continued)*

Title of course	Instructor	Hours per Week	Number Registered	Number Examined
Law of Officers.....	Prof. Goodnow.....	2*	25	23
Comparative Constitutional Law.....	Prof. Burgess.....	2	29	32
Roman Law.....	Prof. Munroe Smith.	2	5	5

*Third Year*

Bankruptcy.....	Prof. Burdick.....	2*	36	18
Corporations.....	Prof. Canfield.....	2	127	124
Damages.....	Mr. Hayes.....	2*	3	1
Equity.....	Adj.-Prof. Stone....	2	118	111
Evidence.....	Mr. Kenneson.....	2	123	121
Mortgages.....	Prof. Scott.....	2	96	89
Partnership.....	Prof. Burdick.....	2	122	122
Pleading and Practice.....	Prof. Redfield.....	2	63	49
Real and Personal Property.....	Prof. Kirchwey.....	2	73	55
Suretyship.....	Prof. Scott.....	2*	43	30
Trusts and Perpetuities.....	Prof. Canfield.....	2*	55	29
Wills and Administration.....	Prof. Redfield.....	2	104	97
American Constitutional Law.....	Prof. Burgess.....	2	29	29
Conflict of Laws.....	Prof. Moore.....	1	10	5
International Law.....	Prof. Moore.....	2	17	10
Modern Civil Law.....	Prof. Munroe Smith.	2	3	3
Municipal Corporations.....	Prof. Goodnow.....	2	79	77
Taxation.....	Prof. Goodnow.....	2	35	28

A course of twelve lectures on Mining Law was also given during the winter by the Hon. John B. Clayberg, Commissioner of Appeals of the State of Montana, to an audience of about fifty students of the Schools of Law and of Mines.

The principal changes from the program of the preceding year have been:

1st. The transfer of the first-year course in Changes in Equity to Adjunct-Professor Stone, and the reduction of the time allotted to it from three to two hours of Studies hours for the second half-year.

2d. The transfer of Criminal Law to Professor Scott and the reduction of the time allotted to it from two hours throughout the year to three hours for half a year.

3d. The restoration of the course in Domestic Relations, omitted in 1903-04, and its assignment to Professor Scott.

4th. The institution by Professor Scott of a course in Admiralty, open to the second- and third-year classes.

5th. The assumption by Professor Burdick of the course in

\* Half-year courses

Bankruptcy, surrendered by Mr. Hayes for the purpose of devoting himself to the work of the practice courts.

6th. The transfer of the course in Evidence to Mr. Kenne-  
son, law lecturer for the year 1904-05.

7th. The giving for the first time of Professor Munroe  
Smith's course in Modern Civil Law.

The only one of these changes which calls for notice from the point of view of educational policy is the reduction in the length of the course in Criminal Law. This may be regarded as the beginning of a systematic effort on the part of the Law Faculty to revise the program of studies with a view to breaking up the uniformity which has heretofore prevailed in the allotment of teaching time among the subjects comprised in the program. It is believed that a proper distribution of time among the courses given in the School will make it possible to effect a considerable saving in the number of hours offered for the degree of LL.B. without impairing the quality of the instruction imparted or the educational value of the courses to the student.

The great falling off in the number of students taking the first-year course in American Constitutional Law in its Historical Relations (the figures for the last four years are 57, 59, 46, 9) is to be attributed to the fact that the college graduates, of whom the first-year class is now composed, have in most instances pursued similar studies in their undergraduate courses, and to a growing conviction on the part of the students that in an election between a purely legal study of great professional importance, such as Criminal Law, and an historical study, however interesting and valuable it may be, the latter must yield to the former. This result, prefigured in my last report, has led the Faculty, in revising the program of studies for next year, to drop the course in question from the list of first-year electives.

The course in Admiralty, given this year for the first time, was taken by a sufficient number of students to insure its retention in the program of studies. In view, however, of the small number of men who are likely to pursue a study of such special interest, it has been decided to give the course hereafter only in alternate years.

It is an interesting and significant fact—significant of the earnest spirit of work which pervades the student body of the School—that with a few exceptions the heaviest *The Choice* and most exacting courses—such as Agency, of Electives Equity, Property, and Sales in the second year, and Corporations, Equity, Evidence, and Partnership in the third year—should be elected by practically the entire body of students. But the figures show also that there is considerable irregularity in the choice of electives, and they seem to indicate that the choice is not always wise or made from the highest motives. Indeed, there is reason to believe that, in the third year at least, the selection of courses is not infrequently made on the principle of avoiding an important but difficult subject which may endanger the candidate's degree, and of choosing an easier and less thorny road to that goal. Perhaps there should, even in the Law School, be a wide field of choice and unrestricted election within that field. But it is certainly open to question whether the LL.B. degree, which still represents or is understood to represent a well-rounded professional training, should be awarded for an uneven and one-sided legal education such as sometimes results from our present system of electives. It may therefore be the duty of the Law Faculty in the near future to define with some particularity and within a narrower range of choice the content and scope of the professional curriculum which it provides for those who seek the best possible preparation for the bar. That the Law School should, in addition to this professional training, afford also the amplest facilities for specialization and for the pursuit of broader and more general legal studies, and that for such studies, successfully pursued, proper academic recognition should be given, may be conceded without confusing the boundaries which, in law as in other fields of learning, separate professional from academic training.

The deliberations of the Faculty during the year have resulted in some important legislation, looking to the gradual improvement of the School, both in the efficiency *Legislation* of its instruction and the quality of its student body. Under the latter head may be classed the new regulations for eliminating the unfit at the end of the first and

second years, and for grading the students upon the results of the examinations and reporting to them the grades of success or failure attained by them. Under the former head belongs a further step in the revision of the program, instituted last year and still in progress. The reduction in the time allotted to Criminal Law from two hours for a year to three hours for a half-year has already been referred to. This has now been followed by similar reductions in the first-year course in Pleading and Practice, the second-year courses in Agency and Carriers, and the third-year courses in Mortgages and Wills. These changes, together with the similar reduction previously made in the course in Quasi-Contracts, have reduced the time required for the pursuit of these important subjects (all of which are taken by most of the students and should be taken by all) from 14 to  $10\frac{1}{2}$  hours, a saving of  $3\frac{1}{2}$  hours, which are thus left free for other studies.

These details of Faculty action would scarcely be worth reporting to you at this time were it not for the fact that **The Time** the program of studies offered this year for the **Problem** LL.B. degree comprehends 73 hours of instruction, of which the student can, in the three years of his course, take only 42, and that, allowing no margin for specialization or for legal studies of a general character, at least 48 of the hours so offered are indispensable to a well-rounded professional education. If, therefore, in addition to the training for which the Law School stands, it is to furnish its students with the varied learning which goes into the equipment of the well-trained lawyer, it is obvious that the time allotted to some or all of the courses must be reduced in order to make room for some which the student is now forced to omit. I believe that this can in many cases be done, not only without impairing the value of the courses so treated (and to the great advantage of the curriculum as a whole), but, in some cases at least, to their benefit. If this cannot wisely be done, if, that is to say, the present choice lies between a superficial training on the one hand and a mutilated and imperfect educational scheme on the other, there is only one escape from the dilemma, and that is to confess that three years is too short a time for the acquisition of the legal knowledge

and training which the bar demands at our hands. Certainly the time is not ripe for such a confession.

Two other changes in the program of studies may be noticed: the restoration of the first-year course in Equity to three hours for half a year, and the increase of the third-year course in Pleading and Practice from two to three hours for half a year. The former change is due to the conviction, reinforced by the experience of the past year, that the purpose of conducting such a course, viz., the familiarizing of the student with the fundamental principles of equity jurisdiction in his first year, cannot be attained in a half-year course of two hours. The extension of the time allotted to Practice and Pleading in the third-year is rendered necessary by the growing demand for law clerks who have had a more comprehensive training in practice than the ordinary curriculum affords. The additional hour will render possible the treatment of several important topics not previously included in the course.

The retirement of Adjunct-Professor Harlan F. Stone to devote himself exclusively to the practice of his profession is a source of deep and lasting regret to his colleagues of the Faculty of Law. In the five years of his connection with the School, first as lecturer and for two years as adjunct professor, Mr. Stone has developed a high degree of capacity as a teacher, and has strengthened the impression of legal ability and scholarship which his brilliant career as a student in the School had created. His departure under these circumstances calls renewed attention to the conditions of embarrassment under which our School maintains its teaching force in the face of the tempting professional opportunities of a great city, and emphasizes the importance of making up our staff, so far as possible, of men who are free from entangling alliances with foreign interests.

This end has, in this instance, been attained in the choice of Mr. William Cullen Dennis, formerly assistant professor of law at the University of Illinois and now holding a similar office in Leland Stanford University, as adjunct professor of law to fill the vacancy created by Mr. Stone's resignation. Mr. Dennis is a graduate of Earlham College, Indiana (A.B.),

and of Harvard University (A.B., A.M., LL.B.), where he pursued advanced studies in political science and public law as well as in the studies of the ordinary legal curriculum. His experience and success as a teacher of law in the two Western universities in which he has served his apprenticeship afford the best guarantee of the ability and energy which he brings to the performance of his duties here. He will conduct the course in Evidence and the first- and second-year classes in Equity.

Professor Dennis's assumption of the work in Evidence involves the retirement of Mr. Thaddeus D. Kenneson, who has, with admirable learning and complete devotion, performed the unenviable task devolving upon him as lecturer on a difficult subject for a single year. For the next year the third-year course in Equity, heretofore given by Professor Stone, has been entrusted to John M. Woolsey, Esq., of the New York bar, who has been appointed lecturer in the School of Law for the year 1905-06. Mr. Woolsey is a graduate of Yale University (A.B., 1898) and of the Columbia Law School (LL.B., 1901), and has since his graduation had an unusually wide and valuable experience at the bar. He comes to his duties with an enviable reputation for legal ability and with a strong academic tradition to sustain his zeal for learning.

It remains only to recall attention to the brilliant success of the first course of lectures in the Carpentier foundation ~~The~~ delivered soon after the opening of the year by ~~Carpentier~~ the Rt. Hon. James Bryce, M.P. These lectures, ~~Lectureship~~ seven in number, on "Law in its Relations to History," were delivered in the auditorium of Earl Hall to a large and interested audience, and will, when published by the University, prove a distinct contribution to legal and historical thought. The recent addition to this foundation by its public-spirited founder insures the permanent success of his far-seeing plan for the development of the literature of the Science of Law.

Respectfully submitted,

GEORGE W. KIRCHWEY,

*Dean.*

# COLLEGE OF PHYSICIANS AND SURGEONS

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## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the following report of the College of Physicians and Surgeons for the year 1904-05:

The entering class of students numbered 98, the second year numbered 106, the third year 156, and the fourth year 190. The graduating class of 1905 numbers 182. Registration of this number 120 had, on June 14, secured hospital positions in New York City and elsewhere. Statistics The degree of A.M. was conferred on three men of the graduating class.

During the past year the College of Physicians and Surgeons has been conducted upon the same lines and under practically the same program as in the year Program 1903-04. The College program has been under of Studies discussion during the year, and certain definite changes have been adopted for next year. These changes will bring the greater part of the laboratory work into the first two years of the curriculum, and will thus leave more time for the development of the clinical and practical branches of medicine for the last two years of the course. Notice has also been given in the catalogue recently published that general chemistry and physics will be required for admission after June, 1907. During the next two years the system of ex-

emptions in physics and chemistry has been modified so that the old plan of exemptions is no longer applicable except to the subject of physics. It will be the purpose of the department of chemistry so to specialize the instruction given to those students who enter with advanced knowledge that they will be enabled to spend a profitable year in the laboratory, although they enter with sufficient previous knowledge to exempt them from the more elementary part of the present required work. It is planned that this general scheme of advancing the requirements for admission and placing laboratory subjects in the earlier two years of the course shall be developed still further after June, 1907, when physics will have disappeared from the curriculum entirely, and when the chemistry courses as given in the Medical School will be limited to those divisions of chemistry which have more especially to do with medical work and training.

Further changes in the same general line of development have been inaugurated. The course in physiological chemistry has been advanced to the second half of the first year and made consecutively continuous with the preparatory chemical work. The course in pathological histology has been placed in the latter half of the second-year work, and more time has been secured in the third year for clinical branches.

The general needs for further development in the College do not, however, especially demand the perfecting of the **Need of Increased Facilities** laboratory courses. The facilities for teaching practical anatomy, physiology, chemistry, and the laboratory divisions of general medicine are ample for the giving of the necessary instruction. But it is the facilities for giving practical clinical work in medicine, therapeutics, and surgery, which particularly need to be strengthened and enlarged. The most urgent need of the College to-day is the control of a general hospital, large enough to give every student in the last year of his course an opportunity for bedside practice and a resulting personal contact with individual cases of disease. This can be done only imperfectly under the ordinary system of section teaching by which the student is brought into contact with the patient for a few hours each day. It is essential that increased facilities

of this kind should be at the command of the College in order that the teaching of medicine may be developed further. Only in one branch of medicine, obstetrics, does the College possess to-day the means of instituting the proper relation between the student and the patient. In order that students may secure these needed opportunities, it will be necessary to organize the hospital service in which they are to work upon a different plan from that which exists in any of the New York hospitals to-day. The medical student must become a part of the regular hospital staff. The medical student must fill a new position which must be created for him. Such a position is not unknown in the history of medical education. It exists in Great Britain and it exists in Germany. It has already been developed in complete form in at least one university in this country, and the College of Physicians and Surgeons must in the immediate future copy and adopt the system now in vogue in Johns Hopkins University, in Baltimore, if medical education is to be advanced here beyond the present plane. This system of hospital organization is known as the English system, and the title usually given to the student member of the staff is that of *medical clerk* or *surgical dresser*. Dr. Osler recently summed up the needs of a hospital patient—that he required an attending physician who should have a good assistant; that he required a hospital interne who should be assisted by a good trained nurse and by a good medical student. The ideal organization of a hospital service can be summed up in the following short sentence: Every hospital ward of twenty beds should be under the charge of, say, five students, three nurses, two internes, an assistant, and an attending physician. It will not seem necessary to medical teachers to discuss the bearing and influence upon the welfare and care of the hospital patient of this system of hospital organization. Not only does the individual patient not suffer from this increase in the number of persons who observe and study his disease, but he is distinctly benefited by it. This enlargement of the hospital staff permits a more thorough investigation of the patient's disease, a more exact recording of his symptoms, and a more frequent observation by the

laboratory methods of those minute details which so frequently lead in modern diagnosis to a correct conclusion. Under the present system of section teaching the patient receives no harm, but neither does he benefit from it. The proposed system by which the medical student is made a part of the regular hospital staff turns the work of the student, which is so essential to his own education, directly into a positive good to the patient also.

A study of the appended statements presenting the condition of the various departments will show that the following specific improvements are needed to perfect the several divisions of the College.

First. The development of a museum of study series of specimens in the departments of anatomy and surgery. The **Museum of Anatomy and Surgery** College owns the proper rooms for displaying such a museum, but the available funds have been so small that this important branch has grown scarcely at all from year to year. The importance of this feature of a modern teaching equipment cannot be too strongly emphasized, and it is hoped that an endowment for this purpose may soon be found.

Second. The starting of a veterinary clinic for the treatment of the surgical diseases of pet animals, especially dogs, **Veterinary Clinic** marks a distinct advance in the teaching of operative surgery. Such a service will give the students a valuable means of practising surgery. The results will be of benefit not only to the students, but also to the canine patients and to their masters. The results of such work are also not without their bearing on disease processes in the human subject. A recent publication on comparative surgery is founded on a veterinary clinic which is conducted on these lines in a sister university. This branch of the department of surgery will need some financial assistance, but when established it will, in part, be self-supporting.

The attention of those interested in the School should be directed to two distinct betterments in the College organization: First, to the establishment of a course in embryology for first-year students in connection with the course in histology; and, second, the

linking of the department of chemistry with the clinical work in the Vanderbilt Clinic, to the improvement of scientific research in both departments.

In the Department of Medicine the classes in physical diagnosis were divided up so as to make the groups of men smaller, and the addition of an extra instructor made it **Medicine** possible to administer this instruction more efficiently than hitherto. A new course in elementary physical diagnosis was instituted, and has been given to the second-year class in two groups. The instruction has been partly didactic and partly demonstrative and practical, and has aimed at taking the class over the elements of physical diagnosis in order that they might begin the third-year work in the practical courses well prepared upon the elements.

Clinical material in the department of medicine in the Vanderbilt Clinic has been more extensive and of a better quality than ever before, but it is necessary to report again the unfortunate inadequacy of the hospital material for the practical instruction of advanced students.

In the Department of Surgery, the instruction has been carried out essentially as laid down in the report of last year. In order to reduce, if possible, the number of students taking the course in operative surgery to **Surgery** a number which could be reasonably accommodated, the experiment was tried of making the course optional. This failed in effecting a reduction, since the course was elected by the whole class with very few exceptions. Instruction in this course was seriously handicapped by a lack of anatomical material, and had to be wholly omitted in the last quarter.

Hereafter, instruction in surgery will commence in the first, instead of the second, half of the second year, and the instruction in that year will consist of two recitations for each student in sections of thirds of the class, instead of lectures and recitations to the whole class. This arrangement adds greatly to the labor of the instructor, and has resulted in the resignation of Dr. W. B. Coley and the appointment of Dr. W. C. Clarke. The Department deeply regrets the loss of Dr. Coley, who has been an invaluable teacher. Dr. Clarke has made a special study of surgical pathology for several years and is admirably fitted for giving the instruction in this year.

An outline of the theoretical instruction in surgery for the coming year will be as follows: The second year, recitations in general surgery; the third year, recitations in general and regional surgery; the fourth year, lectures on regional surgery.

The importance of adding to the instruction in the tech-

nique of modern aseptic surgery has been recognized by adding to the equipment of the laboratory for surgical research, so that courses in operative surgery upon animals can be offered. This will add greatly to the efficiency of the laboratory from the standpoint of research. It is proposed to offer this course as an elective in the third year to a limited number of the class. In practice, this will be a true hospital course; dogs, who have many surgical ailments, being substituted for human beings. Some revenue may possibly be obtained by charging for the board and treatment of the animals. Such a course is now in successful operation at the Johns Hopkins University.

In the past year a substantial beginning has been made in preparing objects illustrating surgical pathology, to be used as a study collection in connection with similar ones illustrating the normal conditions and variations from the anatomical department. It is hoped that provisions for the suitable housing and care of these specimens will soon be made.

The instruction in therapeutics consisted of two courses of lectures on the theoretical principles of drug actions, and *Materia Medica* and infectious diseases. The instruction in therapeutic tactics to sections of the class at the Vanderbilt Clinic proved valuable, and allowed of practical demonstration of the treatment of ambulant forms of disease. This department is handicapped in a similar manner to that of the practice of medicine by a lack of hospital facilities for bedside instruction, and for the personal contact of the student with cases of the more serious diseases.

The work of the second-year class in pharmacy and *materia medica* has been conducted on the plan of laboratory exercises, followed by recitations. The work in pharmacology is still optional, and therefore limited to a small number of each third-year class. It must remain an optional course until a special laboratory can be assigned to the use of the department.

The lectures of the session of 1904-05 were delivered by Professor Starr on the subject of diseases of the peripheral nerves and of the spinal cord. These lectures were fully illustrated by diagrams and by lantern demonstrations; and the subjects treated in the lectures were demonstrated at the Vanderbilt Clinic week by week. The large number of patients in the Clinic enables the chief of clinic to select cases illustrating almost every type of nervous disease. It is therefore possible to make the clinic and didactic lectures parallel, and to show in the Clinic on Friday patients suffering from the affections which have been

described in the lectures on Wednesday. In this way the lectures and clinics together make a complete presentation of the subjects considered.

In the second half of the session, when clinics alone are held, the subjects which have been treated in the previous year in lectures are presented clinically. This year diseases of the brain and functional nervous diseases were demonstrated in the Clinic. As the fourth-year men only attend the clinics, they thus go over the entire subject clinically in the fourth year. During the month of March, Professor Peterson held five clinics on Insanity. These were supplied by bringing patients from Ward's Island Asylum. Professor Peterson also gave a number of clinical lectures in the Psychopathic Department of Bellevue Hospital, and these were largely attended by the students, although they were optional courses.

The work in the Department of the Diseases of Children during the past year has been carried on at the Vanderbilt Clinic, at the College building, and in various hospitals throughout the city. During the first half of the year Professor Holt gave a weekly clinical lecture to the fourth-year students at the Vanderbilt Clinic, and during the second half of the year a weekly didactic lecture to the third- and fourth-year students. The subject of the latter course this year was milk and infant feeding.

Diseases of Children  
At the Babies' or Foundling Hospital throughout the year Professor Holt gave instruction to two sections of the class at a time, so that each student attended the hospital twice a week for one-quarter of the year. This hospital instruction has been in the form of clinical conferences. One hour before the clinic four students were assigned cases, which they afterward presented to the class. A general discussion of these cases took up the greater part of the session, the balance of the time being occupied in demonstration. The purpose of this course has been to teach careful systematic observation and the thorough routine examination of cases. Great interest has been taken in it by the students.

Professor Jacobi has given a weekly lecture at the Roosevelt Hospital to fourth-year students, which has been very well attended.

To the students of the third-year section, work in Diseases of Children has been carried on advantageously by Dr. L. E. LaFetra at the Vanderbilt Clinic, assisted by Dr. Frank S. Meara at the Out-Patient Department, Bellevue. The students of the third-year have been taken in sections of five to the Willard Parker Hospital by Dr. John Howland, for demonstration in contagious diseases, particularly diphtheria.

For the first time in the history of the College there has been a tutor in diseases of children. Dr. Frank S. Meara has held weekly recitations throughout the year in this branch, thirteen recitations to each student.

In the Department of Obstetrics during the past year the didactic lectures at the College and the clinical lectures at the **Obstetrics** Sloane Maternity Hospital have been given as usual by Professor Cragin. Through the liberality of Mr. Sloane the accommodations for students in the amphitheatre of the hospital have been greatly increased, so that now the clinics at the Sloane can be attended by the whole class instead of sections.

In Gynecology the usual didactic and clinical lectures have been given by Professor Cragin. The past year has been the **Gynecology** first to see the reorganized plan of instruction for both third- and fourth-year students in thorough working order, and the result has been satisfactory.

In the Department of Pathology the usual large amount of routine work has been carried on, 665 men having received **Pathology** practical laboratory instruction in pathology, bacteriology, and histology. Important additions have been made to the museum and demonstration collections of the department.

Volume XI. of the *Studies from the Department of Pathology* has been issued.

Through the generosity of a friend of the College of Physicians and Surgeons, whose name is not made public, funds have been furnished for the organization of a practical course in embryology, which will be initiated next year in connection with the instruction in histology in the Department of Pathology.

A valuable addition has been made to the department library through the Alumni Association of the College. A number of works on pathological subjects, and a very important series of journals on kindred subjects have been given to the Association to be deposited in this department.

The Department of Physiology has given instruction to five students of Columbia College in elementary physiology at **Physiology** Schermerhorn Hall; and, in various courses in advanced physiology at the College of Physicians and Surgeons, to 4 candidates for the degree of A.M., 5 candidates for the degree of Ph.D., and 191 candidates for the degree of M.D., of which last 102 were medical students of the second year, and 89 were medical students of the first year.

The announced courses in physiology numbered 1, 2, 3, 4, and 6 have been all duly and regularly given. No. 6, in

accordance with new regulations of Columbia College, has been re-numbered Nos. 101 and 102. The principal pedagogic event in this Department during the academic year now closing has been the completion of the remodelled course in physiology by the first class of medical students who have been required to take it.

In this course each student attends every week during two half-years one recitation, three lectures, one demonstration, and one laboratory exercise three hours long. Before the remodelling of the course each student attended during each week of four half-years three lectures and one demonstration.

The first offering of this remodelled course coincided with the increase in the requirements for admission; and the result of this double raising of the standard has been a most gratifying improvement in the grasp of physiology obtained by the first class which has had the opportunity of profiting by the new conditions.

In the practical laboratory work of the course, it has been possible to get the best teaching effects from the admirable plant, because the proportion of "elbow-teachers" to students has been so favorable, and hence the supervision so close, that work could properly and profitably be undertaken by junior students with their own hands, which it has rarely been considered feasible to assign to such persons.

The interest taken by the students in their own laboratory work is shown by the following remarkable statistics of attendance: The number of students being multiplied by the number of laboratory exercises each was required to attend during both the second half-year of 1903-04 and first half-year of 1904-05, due allowance being made for holidays, gave as a total of "possible presences" ..... 2988  
 The number of "actual presences" was ..... 2893

The number of absences was ..... 95 = 3.18 %

The students who completed the second half of the aforesaid laboratory work given in the first half-year of 1904-05 consisted of:

Students who had attended only this second half of the course..	11
Students who had attended every required laboratory exercise of the entire course during both half-years.....	54
Students absent from only one required laboratory exercise during the two half-years.....	21
Students absent from two or more required laboratory exercises during both half-years.....	14
Total number who finished second half of course.....	100

During the past year the Department of Physiological Chemistry has given instruction in general chemistry to 78 candidates for the degree of M.D.; in physiological chemistry to 87 candidates for the degree of M.D.; in various branches of biological chemistry to 15 candidates for the degree of A.M., and to 6 candidates for the degree of Ph.D.

General chemistry at the College of Physicians and Surgeons was taught this year by Professors Gies and Messrs. Berg and Welker, of the Department of Physiological Chemistry, the Department of General Chemistry at the medical school having been merged into the Department of Physiological Chemistry. The course, which was required during the first half of the first year, was expanded to include organic chemistry, and more stress than formerly was laid on physical chemistry. During the summer and fall, Professor Gies prepared for the use of the class, two volumes of notes on inorganic and physical (1) and on organic (2) chemistry. It is purposed to further expand this required course in general chemistry at the medical school in harmony with the changes made during the past year, and in two years to require *inorganic chemistry* for admission to the medical school, so that all of the time heretofore devoted there to general chemistry may be given to the physical and organic branches of the science. Hereafter, also, in accord with these and similar tendencies, the required medical course in physiological chemistry will be given during the second half of the first year, instead of during a half of the second year as previously.

Arrangements are being perfected by which a connection of this laboratory will be made with the more distinctly clinical side of medical research. One of the clinical assistants in the Department of Applied Therapeutics in the Vanderbilt Clinic will establish a working desk in the Department of Physiological Chemistry. It is hoped that another year may show from such a combination some interesting results of chemical investigation of material derived from medical sources.

The Department of Anatomy has been conducted on the same general design as last year. The plans of the Department to develop a museum of study collections to Anatomy have been hampered by lack of a financial support. In spite of this the following additions have been made to the previously completed series: preparations forming the serial exhibit of the respiratory system and genito-urinary tract, and those illustrating the anatomy of the cranial nerves.

The importance of such a museum cannot be emphasized too strongly, and the following considerations on this subject are therefore repeated from last year's report:

(1) Long experience in the administration of the section-teaching in anatomy has strengthened the conviction that this method of instruction, while admirable in its results within certain limits, yet requires to be supplemented, in order completely to fulfil its purpose, by affording the student the opportunity of examining at his leisure the structures forming the basis of the demonstration, and of reviewing the same whenever in the progress of the course this becomes desirable. This opportunity is afforded by the permanent serial exhibition of the teaching equipment, fully labelled and provided with the descriptive matter, as above outlined. The anatomical museum by itself, even if it were properly equipped with stands and cases, cannot fulfil this function, because the material, as ordinarily arranged, without full labelling and description, and without provision for examination from all sides in a good light, is likely to confuse the novice, and fail to give the clear and definite impression desired.

(2) The College of Physicians and Surgeons, as the result of unremitting effort extending over the past fifteen years, is to-day in possession of a museum of human and comparative anatomy and of an anatomical teaching collection which is unrivalled. While the continued growth of this equipment seems assured, the Department feels strongly that the time has arrived for utilizing the material in hand and presently available to the best advantage for medical education. In addition to the portion of the collection destined for exhibition in the dissecting room, it is hoped that the upper museum floor of the Anatomical Building will in the near future be properly equipped as a study and teaching museum for medical undergraduates. In this effort the department of anatomy hopes for the co-operation of the departments of surgery and genito-urinary diseases. The ultimate design, if carried out, will enable the student to pass, so far as the actual objects are concerned, from the study of the anatomy of any region in all its bearings to the consideration of the correlated surgical topographical features, and finally to the pathological conditions affecting, as the results of injury or disease, the same structures. This plan will, of course, demand considerable time and effort, before it can be put even approximately into execution. As far, however, as the anatomical section of the project is concerned, the quantity of available and appropriate material on hand urgently demands that a beginning be made at once, and the Department expresses the earnest hope that the University will find it

feasible to install the necessary equipment in suitable stands, glassware, and mounts.

The work of the various special departments of ophthalmology, otology, orthopedic surgery, and laryngology have been successfully conducted at the Vanderbilt Clinic, as may be seen from the following detailed statements:

The work in ophthalmology has been carried on exactly as last year, and the results have seemed to be satisfactory.

The routine work done in dermatology during the past session, consisting of clinical lectures and section teaching, has been the same as heretofore. Interesting, rare, or typical cases of skin disease have been photographed and some of them published.

In the department of otology a course of lectures (one a week) during the first-half of the year on the more important diseases of the ear, illustrating them with lantern-slide demonstrations, has been given. The course has also included a description of the various methods of testing the hearing, and the technique of the principal operations (including intracranial complications) has been fully explained. Patients have occasionally been brought before the class. The students have been taken to the New York Eye and Ear Infirmary in small numbers at a time, and have been given an opportunity to witness the mastoid and other operations. The clinical instruction has been given at the Vanderbilt Clinic by the chief of clinic, Dr. Lewis, assisted by the Instructors, Drs. Stephens and Dixon, and the clinical assistant, Dr. Blodgett. Each student has had twelve hours of instruction, and has been shown many interesting cases of aural diseases.

The department of orthopedic surgery has had a very successful clinical session. The clinical material has been abundant and the clinics have been well attended. The class teaching under Dr. Whitman has been uninterrupted. A deeply interested group of fourth-year men have profited by his bedside teaching in the wards of the Hospital for Ruptured and Crippled three times a week.

In the department of laryngology eight courses of practical instruction have been given, the number of lessons varying in each course from 10 to 12, and the number of students from 20 to 25.

Two thousand three hundred and eleven cases, including 1181 pathological cases, have been examined by the students while under instruction; and 1021 special cases, illustrating some questions of general diagnosis, differential or bacteriological diagnosis, surgical or medical indications for treatment,

etc., have been personally demonstrated by the instructors to the students of the eight sections.

The instruction in the genito-urinary department consists of lectures, section teaching, and operative clinics.

The lectures, which are both clinical and didactic, are given by Professor Hayden in the amphitheatre of the Vanderbilt Clinic once a week throughout the year. The operative clinics are given by Professor Hayden at Bellevue Hospital once a week during the academic year, each section attending for one month. The student has also the advantage of observing the post-operative course and treatment of the patients operated on before him at the previous clinics. The section teaching is given by Dr. Whiting, the chief of clinic, in the instruction room at the Vanderbilt Clinic, and consists of ten lessons for each student. The equipment has been greatly improved by the addition of a complete set of genito-urinary instruments, appropriately mounted and labelled, so that they can be studied at leisure by the student in the instruction room.

Respectfully submitted,

SAMUEL W. LAMBERT, M.D.,

*Dean.*

SCHOOL OF MINES  
SCHOOL OF CHEMISTRY  
SCHOOL OF ENGINEERING

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REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to present the report of the forty-first annual session just closed of the Schools under the Faculty of Applied Science.

For the statistics concerning enrolment and numbers in attendance under the various classes, I would refer you to the **Attendance** report of the Registrar in which this information is summarized in tabular form. It should be noted in connection with these enrolments that the practice is still followed by many students by which they take their early years of preparation for their professional degree in some institution near their home residence and come to Columbia to complete these courses of study and obtain Columbia's degree. It is believed that this practice is one which is of marked advantage to the University as evidence, on the one hand, of its wide reputation and, on the other, of the real value to the student attaching to the laboratory and other privileges in which Columbia is exceptionally strong. The consequence of this method, which is specially prevalent as respects candidates for the degree in mining, is that the enrolment of these students is particularly difficult and is the

occasion for an irregularity which is apparent rather than real. These men come well prepared for the Columbia work in certain subjects, but lacking as respects the completeness of their record in the early requirements. It has not seemed intelligent to hold these men back from advanced standing on mere technicalities, and when they have once entered upon their Columbia course the opportunity for making up antecedent courses is limited to summer vacations which, again, are themselves very full. The facilities of Columbia in mining stand pre-eminent and with much less of competition from other institutions of like grade and standing. In electrical engineering and mechanical engineering there are many successful schools, particularly those under State protection and initiative, whose courses and equipment are so admirable that the same set of conditions does not prevail.

The current academic year has been signalized by the progress toward completion of the School of Mines Building, into which it is hoped that the Departments of Mining <sup>New School</sup> and Metallurgy may be able to enter before the <sup>of Mines</sup> opening of the term in the fall. It is significant <sup>Building</sup> that the erection of this building and its provision to take care of the two departments named is a definite and pointed carrying out of the original wording of the projector of the School of Mines and the Trustees in their original legislative action. It was designated as "The School of Mines and Metallurgy," and these two departments are expected to find opportunity for the further and wider growth with the facilities that the building will offer. By re-arrangement of the departments, the rooms in the Engineering Building left vacant by the transfer of mining have been distributed among the remaining departments to relieve the congestion and crowding in drawing-rooms and laboratories, which had reached a degree at which efficiency had begun to be marred. The relief will be especially valuable in the drawing-rooms on the upper floors and as respects the laboratories of mechanical and electrical engineering. The Dean's office will be moved in the autumn to the second floor of engineering.

The Faculty has had this year an earnest discussion brought up by the necessity next year for providing for work in physi-

cal education for the two lower classes in the already crowded space of the University Gymnasium. This year special provision was made for these classes by fitting up a separate room. This room will be required for other uses, and it therefore became necessary to provide for hours and areas on the floor itself. Strong opposition was developed to putting the work in physical education in the early hours of the afternoon. These are the best hours of the day as respects the light and the physical fitness of the student for the doing of laboratory work and for drawing and shop-work. The desirable hour at the close of laboratory exercises was unavailable by reason of the increasing use of the gymnasium areas by graduate students, and by athletic demands which occupied all available space and apparatus. The practice started a year ago of restricting the number of hours of class-room exercises per week to eighteen, spreading over six days, and the convenience of having all these hours take place in the morning have made the morning periods so full that it is very difficult to bring in the physical work before the luncheon hour. In some courses, therefore, the question was raised—Should a requirement, such as that of physical education for men of mature years, take precedence over the work intended specially for their development as professional men? Incidental to this discussion the question was raised, whether the limiting of eighteen hours a week of required class-room attendance was not unduly high in view of the long afternoon hours and the practical continuity of class-room and laboratory demands through the week. A proposition was made that the requirement for study and preparation should be included in the consideration of the scheduled hours, and that better results in education would be secured if the student had only sixteen hours per week in the periods before the luncheon hour for mental work, leaving the available two hours for physical development. This matter has been referred to a committee for consideration and report as to the directions in which reduction of hours would be practicable for the various courses. A relief also has been secured by the decision of the University Council which has been approved by the

Faculty, that, as a consequence of the improved transit facilities of the city, it will be possible to begin academic exercises at ten minutes past nine each day instead of at half-past nine. This would close the class-room assignments of the morning at noon, and, giving an hour for luncheon, would enable the laboratories, drawing-rooms, and shops to begin at one o'clock, while the light was brightest and best during the shorter winter days. It is thought, furthermore, that by beginning the day earlier and ending it correspondingly earlier in the afternoon, a better opportunity will be given for exercise out-of-doors in pleasant weather, and diminish the requirement for work at night by artificial light in preparation and study.

It has been possible this year, by reason of the accumulation of the Illig Fund, to give three medals for proficiency in regular study. These medals were given in the courses of Civil Engineering, Mining Engineering, and Electrical Engineering. The Darling Prize was also awarded to the most faithful and deserving student of the graduating class in Mechanical Engineering.

No harmful effect seems to have followed from the increase in tuition fee in Applied Science from \$200 to \$250 for the current year. It has not appeared that any student was compelled to withdraw from the School on account of the increased fee, although cases of hardship and increased difficulty in self-support have been manifest. The entering class was a little smaller than the previous year, but this has happened without visible reason in various years, and it is not thought that any permanent effect can be noticed.

In the reports from the various departments, the Department of Mining has called attention to the undertaking of last summer, of which the Professor of Mining was the head, by which a number of students from other institutions joined with Columbia's Summer School in Mining to make a larger undertaking in a mine put especially at the service of the students for practical study and experience. The mine in question was located at Silverplume, Colorado, and the number of students under instruction was 82. This experiment will not be repeated this year for reasons of weight, and the Summer Course in Mining will be conducted on the lines which have been so successful in

previous years under the direction of Professor Peele of that Department.

In the Department of Civil Engineering a material advance in the sanitary subjects of the course has been made so that Civil it is expected that essentially the full course in Engineering Sanitary Engineering may be given during the coming year. The total attendance at the Summer Course in Surveying in the summer of 1904 was 192. Additional permanent buildings were added last year, and it is hoped that the remainder will be completed during the coming summer, although perhaps not in time for the use of the School this year.

In the Department of Electrical Engineering, Professor Sever, as a member of the Municipal Electric-Light Commission of the City of New York, has been working on Engineering plans and specifications for a municipal electric-light plant for the city. Many visits were made by the senior classes to works in the neighborhood, and the organization among the students known as "The Electrical Engineering Society" has held a number of meetings during the year at which papers were presented by former graduates and other engineers. Significant gifts have been received, notably the apparatus left by Mr. Ernest K. Adams and presented to the Department by his father, Mr. Edward D. Adams.

In the Department of Mechanical Engineering the work of instruction in the mechanical laboratories has been made of Mechanical greatly increased efficiency by the co-operation of Engineering two new officers of the grade of Assistant. The appointment of these officers has greatly favored the thoroughness of the work of instruction, and has made possible a wide extension of the scope of the thesis work conducted by the students on their own responsibility. All theses are now in the experimental field and include such subjects as: The relative values of alcohol and kerosene as fuel in internal-combustion engines; The effect of inertia of the valve and the gas mass on the computation for valve sizes in air compressors and gas engines; The effect of neutral dilution on heat suppression in gas explosions; The losses in small refrigerating units compared with large ones of the same type; Conditions effecting variation of gas quality in suction gas producers. In the graduate department investigations have been in progress by advanced students on the relation of the free unbalanced forces in an engine to the weight of the foundation, and on the relation between the unbalanced force and the period of vibration for motor-car engines, as related to the natural period of the vibration of the vehicle itself. The Department has been able also, through papers before the

engineering societies, to announce certain important conclusions on the theory of free expansion of gases and the various methods of teaching students through laboratory work in mechanical engineering. The Department has been especially fortunate this year in receiving gifts of drawings and specifications having special relation to the work of the student in power-plant design.

In the testing laboratory one of the most important investigations has been an extended series of tests upon common clay brick. The tests have included transverse and compressive resistance, absorption of moisture, and resistance to freezing and to fire. Important work also has been done on reinforced concrete. The fire-testing station of the University on South Field, under the control of the Department, has been busy with most satisfactory results.

In the Department of Metallurgy Dr. William Campbell has been made Instructor, and Mr. Stoughton has been made Adjunct Professor. Dr. Campbell takes charge of all microscopic work and certain of the laboratory Metallurgy courses. The summer school concerned with the metals visited works in Colorado for six days in July. The summer school in iron and steel metallurgy visited the environs of Harrisburg, Pa., in June.

In the Department of Mineralogy there has been a careful revision of the courses. A new course—Mineralogy Mineralogy 15—has been added for chemical engineers, and the course in physical crystallography has been developed.

In the Department of Astronomy Professor Rees is still prevented by serious illness from active duty. The Astronomy courses in geodesy at the University and in the Summer School have been satisfactorily completed.

The most noteworthy occurrence in the Department of Chemistry has been the gift of \$13,500 for the establishment of a Department of Applied Electro-Chemistry, Chemistry and the creation by the Faculty of the course for the degree of Chemical Engineer, which will be started in the fall of 1905. The Department has been active in research and publication during the year, and the Columbia University Chemical Society has held important and enjoyable meetings.

In the Department of Geology Adjunct-Professor Grabau has been promoted to a full professorship. Valuable gifts of specimens have been received, including exhibition pieces of ores which were secured at the close of the St. Louis Exposition. Geology

Respectfully submitted,  
F. R. HUTTON,  
*Dean.*

## SCHOOL OF ARCHITECTURE

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### REPORT OF THE EXECUTIVE HEAD

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

The year 1904-05 in the School of Architecture has been largely a year of transition and of planning for the future. Changes in Organization and Conduct The report made by the staff in the spring of 1904 to the Trustees on the letters of the architects who had been invited to submit their views upon the organization and conduct of the School, contained a number of important suggestions for improving the efficiency of the School, and these have been put into practice during the past year as rapidly as has been practicable in each case, after the necessary authorization has been received from the President or the Trustees. Some of these changes, especially the provision for instruction in design in down-town draughting-rooms or *ateliers*, could not be at once carried into effect owing to the number and complexity of the details which required to be determined in advance by conferences between the officers concerned. These measures will go into operation this coming year, 1905-06, and others in 1906-07.

The principal changes to be recorded for the year just elapsed may be here briefly outlined.

1 The mathematics of the course in architecture, heretofore grouped under the general head of "Architectural Engineer-

ing" and administered wholly by officers of this School, have been and will hereafter be administered by the Department of Mathematics. The students of architecture attend the regular courses given for students of the Schools of Applied Science. During the coming year the work in mechanics will in like manner be transferred to the Department of Mechanics.

The reasons for this change, which was strongly urged by Professor Sherman, by whom these subjects had for years been taught in the School, are three: (a) the recognition of the increased importance of mathematical training in preparation for the engineering work of the profession, and the consequent necessity of assigning to mathematics more time than could possibly be given by any officer of the School to these subjects; (b) the release of Professor Sherman's time and strength for the building up of a strong department of graphics in the School, with greatly strengthened courses in perspective, descriptive geometry, stereotomy, and other courses to be established in the near future, and (c) the general gain in educational efficiency by the abolition of duplicated courses, and by concentrating all the instruction in a given subject in the department specially constituted to administer it. The theory of the system just abandoned was a good one for the time when it was first put in operation, twelve years ago, viz., that the mathematics required by the architect was less in amount than that needed by the engineer, and that an adequate specialized course, omitting irrelevant problems, could be covered in one-half, or at most three-fifths, of the time required by the engineers. Later years have, however, brought about such changes in architectural practice that this theory is no longer a safe one to follow; and the discipline of working in the same divisions and being held to the same standards as the engineers is a valuable element in preparing our own students for the demands of active practice in New York.

2 With the year 1904-05 the transfer of the descriptive geometry and stereotomy from the fourth year to New Order the second year of the course, and of the perspective of Courses to the first year, has been completed. The architectural

drawing, projections, shades and shadows, and elements of architecture have all been crowded back into the first half of the first year, allowing elementary design and perspective to be taken up and completed during the second half of the first year. This is a great gain for the student, who finds his path at the beginning of the second year of residence wholly cleared of elementary subjects, and can concentrate his full strength upon his more distinctively professional studies.

3 The final and definitive abandonment of the traditional four-years' course for the degree may not be wholly completed until the graduation of the Class of 1907, the last Requirements for to enter under the four-years' program. But it Degree is already well under way, and the student-body has during the past year become familiar with the general conception of the course of indeterminate duration, with the accompanying principle of recording proficiency by points, first applied two years ago in the advanced or fourth-year design. The new system will become fully operative next year.

4 The course A7,2, in German "Archæology" in the second year having proved, as formerly conducted, of small value Other except as a language-course in elementary German, Changes in which was foreign to the purposes of the School, Program of has been changed into a species of Seminar for Studies general research on the history of architecture in French and German text-books. This change has proved beneficial in its results.

During the past year the number of designs in ornament has been increased, and a week of historical research in connection with the ornament added to the work in that Department. Slight as this change appears in the telling, it has added greatly to the practical value and artistic seriousness of this course. The student is compelled to become familiar with the decorative forms themselves, and to be able to draw them, not merely to know something about them; and the lecture-courses acquire a definite practical value as leading up to and preparing for this more intimate acquaintance with their subject-matter.

The drawing from the cast has this year been in the hands

of Mr. Harriman, who has administered the instruction with notable success. The modelling, under the instruction of Mr. E. R. Smith of the Avery Library, has been carried further and with more satisfactory results than ever before. The work done has attracted very favorable notice from visitors well qualified to judge of its quality. It is hoped that in the near future the time assigned to this subject may be doubled. The drawing from the antique and from life, under Mr. F. C. Jones of the National Academy of Design, has been efficiently and successfully administered, in spite of the interruption by the fire at the Academy. But while all the work in drawing has thus been carried on with conspicuous success and with results which show increasing efficiency in the teaching, the experience of the past year emphasizes the serious handicap from which this School suffers compared with other schools, in the lack of any suitable studio accommodations or equipment. An appeal has been made to the graduate Society of Columbia University Architects for its co-operation in the effort to secure gifts of casts and subscriptions towards the cost of a new building, and it is hoped that this may, in time, elicit such gifts.

The registration in the School has been small. This has in large measure been due to the falling off in the number of special students, and this in turn to the revival of draughtsmen having the leisure for professional study. Fifteen have registered as against 23 last year. In the first-year class 12 new students registered, against 19 the year before. The remainder of the falling-off is due to the dropping out at the beginning of the year of rather more students than usual, in two or three cases owing to ill-health; in the remainder on account of inability to meet the requirements of the course. While there has been no sudden change in the standard of performance enforced by the School, there has been a gradual but continuous raising of that standard, which has operated to force out the weaker and less competent workers. Thus while the numbers have been smaller, the average quality of work has been higher, the performance generally more serious; and a tradition is being established which will tend to

exclude students of inferior ability or infirm purpose, while attracting, we hope, the more earnest and capable young men of the land. The number of inquiries from prospective new students is much larger than usual, and includes a large percentage of applicants from California and other Western States and from the South. All the indications point to a large registration next year.

The Year Book of the School of Architecture, published by the undergraduates during the summer of 1904, has proved of great value in attracting attention to, and stimulating interest in, the School. The student managers did their work well and were very generous in furnishing copies for distribution. The Year Book for 1905, now in preparation, will be a great improvement upon that of 1904; it will have 100 plates instead of the 72 of last year, and will, no doubt, prove even more valuable than its predecessor as a means for making the work and methods of the School widely known throughout the country. The student publishers have generously offered to expend all the profits accruing from the enterprise upon the department library. It is proposed first to increase the list of architectural publications on file, and then to purchase such books as may be most needed from time to time to keep the library up to date in all departments. Valuable as is the Avery Library for protracted and continuous study, it can never take the place of the departmental library whose books are, so to speak, at one's very elbows, to be referred to on a moment's notice, and which are intended for hard use—the harder the better. A number of volumes have been added the past year, out of the departmental funds, and have proved of the greatest service. The further additions promised by the undergraduate Columbia Architectural Society, which publishes the Year Book, will be most welcome.

The changes in the method of administering the McKim and Columbia Fellowships, authorized by the Trustees, by which each becomes an annual fellowship, the **Fellowships** first for foreign study and the second for resident graduate work in the School, have met with general favor. The McKim Fellowship has already been awarded; at the

time of writing this the Columbia Fellowship competition has not yet been held.

The thanks of the School are due to the following architects who have lectured before the students on various professional subjects, as set forth in the new Announcement: Lectures Messrs. J. Monroe Hewlett, of the Class of 1890; Robert W. Gibson; Grosvenor Atterbury; Excursions W. Martin Aiken, late Supervising Architect of the Treasury; and John Beverley Robinson. The School is also greatly indebted to Mr. Cass Gilbert, architect of the new Custom House, for the courtesies extended to the students who, under Mr. C. P. Warren, visited his office, where they were shown all the working drawings for the interior of the new Custom House, and were then shown over the building itself. Other visits to buildings under construction, and to iron works, terra-cotta works, or the like, have been a valuable supplement to the theoretical instruction in building materials and in specifications.

The thanks of the School are also due to Mr. Meyer Jarmulowski, of the Class of 1890, for the gift, made through Professor Ware, of a fine panel of Salviati mosaic; to the Architectural League of New York for the gift of slides illustrating the *Art Nouveau* movement; to Mr. W. T. Comstock for two subscriptions to the *Architects' and Builders' Magazine*; and to Mr. A. Holland Forbes for *Architecture* for the past year. I desire also to acknowledge with great satisfaction the interest shown in the progress and affairs of the School, not only by the Society of Columbia University Architects, but also by the New York Chapter of the American Institute of Architects, who made the new program of studies the subject of the monthly meeting of the Chapter in May.

Respectfully submitted,

A. D. F. HAMLIN.

## SCHOOL OF POLITICAL SCIENCE

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the following report of the work of the Faculty of Political Science for the scholastic year 1904-05.

During this year the graduate courses offered by this Faculty were attended by 422 students. This does not include **Attendance** Columbia College Seniors, 56 of whom pursued graduate courses; nor Barnard College Seniors, 44 of whom pursued equivalent courses offered by this Faculty. Of the 422 graduate students, 201 were primarily registered under the Faculty of Law, 57 under the Faculty of Philosophy, and 2 under the Faculty of Pure Science. Of the students primarily registered in the School of Political Science, 35 were simultaneously pursuing courses of study in theological seminaries: 23 in the Union Theological Seminary, 5 in the General Theological Seminary, 4 in the Drew Theological Seminary, and 3 in St. Joseph's Theological Seminary.

Classified from another point of view, 315 of the 422 graduate students were pursuing courses offered in the School of Political Science as candidates for the Master's and Doctor's degrees, while 107 law students were taking courses mainly in public law and comparative jurisprudence, solely as a part of their legal education.

Of the 422 graduate students, 376 were men and 46 were women. Of the latter, 32 were primarily registered in the School of Political Science, 13 in the School of Philosophy, and 1 in the School of Pure Science.

The growth of the School of Political Science during the past five years is indicated in the following table:

	1900-01	1901-02	1902-03	1903-04	1904-05
Total students (excluding Seniors in the Colleges).....	268	450	523	481	422
Primarily registered in Law.....	127	250	320	249	201
"    "    in Philosophy	13	44	46	75	57
"    "    in Pure Sci- ence.....	2	3	1	3	2
"    "    in Political Science....	126	153	156	154	162

The decrease in the total attendance, as will be observed, was due to the decrease in the number of students primarily registered in other schools, chiefly in the School of Law. The proportion of law students taking courses under the Faculty of Political Science remained, however, nearly the same, about two-thirds of the total law registration. At the same time, the number of students primarily registered in the Law School who were candidates for the higher degrees under the direction of the Faculty of Political Science only decreased from 96 in 1903-04 to 94 in 1904-05; while the number of Seniors in the Colleges electing graduate or equivalent courses offered by the Faculty of Political Science decreased from 122 in 1903-04 to 100 in 1904-05. On the other hand, the theological students devoting themselves to graduate non-professional work under the direction of the Faculty of Political Science increased from 23 in 1903-04 to 35 in 1904-05, and for the first time in our history students from the General Theological Seminary and St. Joseph's Theological Seminary have pursued graduate courses under this Faculty. The entire number of students receiving instruction of graduate quality under this Faculty decreased from 603 in the year 1903-04 to 522 in the year 1904-05. This decrease is, as I have said, to be found in the number of students taking courses under this Faculty but registered primarily in the

School of Law and in the Colleges. On the other hand, the number of students primarily registered in this Faculty and the number of students from theological seminaries have increased.

During the past academic year, 67 candidates having all their subjects, or at least their major subject, under this Faculty, have been promoted to the degree of Master Degrees of Arts; and 13 candidates having all their subjects, or at least their major subject and one minor subject, under this Faculty, have been promoted to the degree of Doctor of Philosophy. Of these, 27 had their major subject in history, 35 in public law, and 18 in economics and sociology.

The courses included in the several groups of History and Political Philosophy, Public Law and Comparative Jurisprudence, and Economics and Social Science as Courses published in the announcement of the School of Political Science were all duly delivered. The attendance in each group will be found in the Registrar's Report, page 218.

From the Seminars come the following reports of Seminars work accomplished during the year:

#### SEMINARS IN EUROPEAN HISTORY

*Seminar in Later Mediæval and Modern European History.* Professor Robinson. 2 hours weekly. 12 members. Subject: "The Council of Constance and its Attempt to Reform the Church." A contemporaneous work on the great Schism, Theoderic of Nieheim, *De Scismate Libri tres*, was read and discussed. Papers were read as follows:

Question of Tithes and Tents.	Helen L. Cohn
General Bibliography.	James F. Dilworth
The Annates.	Mary Flexner
Election of Urban VI.; Papal Patronage.	Carlton H. Hayes
Sojourn of the Popes at Avignon.	Cecil F. Lavell
Rôle of Gerson in the Reform Movement.	Livingston B. Morse
Influence of Wycliff in Bohemia.	Paul Radin
General Course of the Reforming Activity of the Council.	John H. Reed
Jurisdiction of the Papal Courts.	Jacob S. Schapiro
The Papal Chancery.	Malcolm G. Thomas
The Antecedents of the Decree <i>Sacrosancta</i> .	Everett L. Thorndike
Papal Penitentiary.	Harold L. Tryon

*Seminar in the Napoleonic Era.* Professor Sloane. 2 hours weekly. 6 members. Five papers were read:

Foreign Policy of Choiseul.....	Everett L. Thorndike
Calas, Sirven, La Barre.....	James F. Dilworth
Mediation of Alexander I. in the War of 1812.	Robert L. Schuyler
Origin of the Jacobin Club.....	Paul Radin
France Groping for a Constitution.....	John H. Reed

#### SEMINARS IN AMERICAN HISTORY

*Seminar in American Colonial History* Professor Osgood. 1 hour weekly. 9 members. The following papers were presented:

Cambridge, Massachusetts, as a Typical New England Town.....	Anne B. MacLean
Southold as a Typical Long Island Town.....	Ruth B. Howe
Commercial Non-Intercourse during the Revolution.....	Henry W. Smith
The Conway Cabal.....	Samuel G. Nissensen
The Conciliatory Measures of Lord North in 1778.....	Constance Warren
The Beginning of an American Navy.....	Philip J. Stoneberg
Transition from Provincial to Commonwealth Government in New Hampshire.....	Charles R. Lingley
The Theories of the Revolutionists Prior to 1774.....	Edgar D. Pitske

*Seminar on the American Revolution.* Professor Osgood. 2 hours weekly. 28 members. Papers have been presented by all the members of the class. The subjects have related to the bibliography of the period and to all phases of the struggle prior to the Declaration of Independence.

*Seminar in Later American History.* Professor Dunning. 1 hour weekly. 11 members. The general subject for the work of this Seminar was "The Development of Reconstruction during 1865-66." Miss M. G. Holbrook was prevented by death, and Mr. D. C. Bliss by illness, from presenting the papers which they partially prepared. The papers presented by the other members were as follows:

Public Opinion on Reconstruction in the South in 1865.....	Clara B. Dean
The Work of the Freedman's Bureau, 1865-1866.....	

The Johnson Constitutions in Virginia and Louisiana.....	Annie L. Dyer
President Johnson's Tour "Swinging 'Round the Circle".....	
The Johnson Constitutions in North Carolina and South Carolina.....	Louise S. Fuller
The Legislative History of the Fourteenth Amendment.....	
The Johnson Constitutions in Georgia and Florida.....	George M. Lassell
The Re-Admission of Tennessee to the Union.	
The Question of Apportionment of Representation in the Congressional Treatment of Reconstruction.....	Stephen H. Moore
The Johnson Constitutions in Arkansas and Texas.....	Charles W. Ramsdell
Legislative History of the Civil Rights Act...	
The Anti-Administration Conventions at Philadelphia in September, 1866.....	John H. Reed
Public Opinion on Reconstruction in the North during 1865.....	Robert L. Schuyler
President Johnson and his Cabinet in 1865-1866.....	
The Southern Black Codes of 1865-1866.....	
Public Opinion on the Congressional Elections of 1866.....	John R. Todd

## SEMINAR IN ANCIENT HISTORY

Dr. Botsford. 2 hours fortnightly. 2 members. Dissertations for the Doctor's and Master's degrees respectively were prepared as follows:

Roman Economic Development from the Earliest Times to the End of the Republic, Edmund H. Oliver
Moral Ideals of the Attic Drama..... Sarah H. Conant

## SEMINAR IN POLITICAL PHILOSOPHY

Professor Dunning. 1 hour weekly. 2 members.  
The subject considered was "The Political Theory of the Middle Eighteenth Century." The papers presented were as follows:

The Political Philosophy of Montesquieu.... Oliver E. Baker
The Political Philosophy of Rousseau..... Francis W. Coker

## SEMINARS IN CONSTITUTIONAL LAW

*Preliminary Seminar in Constitutional Law.* Professor Burgess. 2 hours weekly. 21 members. The papers presented were as follows:

National Incorporation of Commercial Companies.....	James S. Bennett
Constitutional Limitations of the Powers of the States over Contracts.....	Clinton H. Blake
Constitutional Limitations upon the Civil Procedure of the United States Courts.....	Harry F. Brewer
Judicial Interpretation of the Contract Clause in the United States Constitution.....	Howard E. Brunner
The Franco-American Alliance of 1778.....	Henry Crone
The Constitution and the Geographical Divisions of the United States.....	Preston Cumming, Jr.
Limitations on the States in the Control of Interstate Commerce.....	Benjamin F. Dixon
Constitutional Meaning of the Term State of the Union.....	Arthur T. Egner
The Contract Clause in the Constitution of the United States.....	Edwin P. Kilroe
Constitutional Limitations upon the Powers of the States in the Control of Property..	Edward B. Levy
Constitutional Development in Virginia between 1776 and 1850.....	Howard L. McBain
Definition of the Term State in the Constitution of the United States.....	John J. McBride
History of the Origin of the Commerce Clause in the Constitution of the United States..	Theodore J. W. Malmberg
The Equal Protection of the Laws.....	Albert W. Meisel
Powers of Congress in the Government of the Territories.....	Clarence J. Novotny
The Constitutional Rights of a Citizen of One State of the Union in Another.....	Gerald S. O'Loughlin
Constitutional Limitations of the Powers of the States in Taxation.....	Walter G. C. Otto
The Constitution in Relation to the Geographical Divisions of the United States.....	Henry B. Short
The Constitution and the Insular Possessions of the United States.....	Albert A. Springs
The Constitutional Privileges and Immunities of a Citizen of the United States.....	Edwin H. Updike
Constitutional Limitations on the Powers of the States in the Regulation of the Monetary System of the United States.....	Jacob Waltz

*Advanced Seminar in Constitutional Law.* Professor Burgess. 1 hour weekly. 4 members. The papers presented were as follows:

Constitutional Amendment and Constitutional Interpretation.....	James L. Barnard
The Legal Status of Ecclesiastical Corporations.....	Homer C. Collyer
The Freedom of the Press.....	Ralph J. Schwarz
The Judicial Interpretation of the XIVth Amendment to the Constitution of the United States.....	Chin Y. Yen

#### SEMINAR IN ADMINISTRATIVE LAW

Professor Goodnow. 1 hour weekly. 6 members. Subject: "Police Administration." The following papers were presented:

Acceptance of Office.....	Albert A. Agenbroad
Power of Courts over Police Removals.....	Ernest G. Buddington
Police Organizations.....	Leonhard F. Fuld
United States Detective Force.....	Charles LeR. Hendrickson
Position and Powers of the Public Prosecutor.	Rudolph R. Loening
State Police Boards.....	Rudolph L. von Ber-
	nuth

#### SEMINAR IN DIPLOMACY AND INTERNATIONAL LAW

Professor J. B. Moore. 2 hours weekly. 9 members. The subjects of the papers presented were as follows:

Conflicts between Federal Statutes and Treaties .....	Randolf C. Barrett
The American Consular System.....	Otto G. Cartwright
Extradition.....	Frederick G. Dunham
Diplomatic Officers.....	Charles J. Lane
Nationality.....	Dudley O. McGovney
The Effect of a Change of Sovereignty on Private Rights .....	Orville C. Sanborn
International Arbitration.....	Wallace B. Shield
The Doctrine of Expatriation.....	Harry R. Stern
Piracy.....	Malcolm G. Thomas

#### SEMINAR IN LEGAL HISTORY AND COMPARATIVE JURISPRUDENCE

Professor Munroe Smith. 1 hour weekly. 3 members. Papers were presented by the following gentlemen:

Delivery in Sales in the modern French and Spanish Codes and in American Statutes. James G. Moses

Negotiorum Gestio and the English Law of Unauthorized Agency.....	Richard C. Harrison
The Equity Powers of the Frankish Kings and the Development of the French and English Judicial Systems.....	Edward Schuster

Mr. Edwin C. McKeag, member of the 1901-02 Seminar, completed under Professor Munroe Smith's direction his dissertation on "Mistakes in Contract."

#### SEMINARS IN POLITICAL ECONOMY AND FINANCE

Professor Seligman. 2 hours fortnightly. 18 members.  
The following papers were presented:

The Industrial Transition in North Carolina..	Holland Thompson
Land Tenures in Georgia.....	Enoch M. Banks
Economic Doctrines of Walpole.....	Norris A. Brisco
Iron-Ore Production in the United States....	Henry R. Mussey
Pre-Revolutionary Socialism.....	William B. Guthrie
The Steel Trust and Iron Associations.....	Abraham Berglund
National and International Iron Prices.....	Olin Ingraham
Time and Piece Wages in the Iron Industry..	Paul U. Kellogg
The History of Labor Organizations in New York.....	George G. Groat
The Tobacco Industry.....	Meyer Jacobstein
The Theory of Railroad Taxation.....	Guy E. Snider
Taxation in Oregon.....	James H. Gilbert
Franchise Taxation.....	Gerald B. Rosenheim
The Sugar Situation.....	Rudolph Broda

In addition to presenting these papers, these same gentlemen, together with Messrs. Friedman, Foucht, Arnold, Broda, and Aburatani made reports on the economic literature of the various countries of the world.

Professor Clark. 2 hours fortnightly. 16 members. Papers were presented as follows:

The Development of Industry and Commerce .	Logan G. McPherson
Pre-Revolutionary Socialism.....	William B. Guthrie
Fabian Socialism.....	Meyer Jacobstein
The Labor Movement in Germany.....	Rudolph Broda
Labor Organizations.....	Harry G. Friedman
The History of Trade Unionism.....	Pearl L. Foucht
The Economic Condition of India.....	Samuel L. Joshi
The Cropping System in Georgia.....	Enoch M. Banks

Labor Legislation in New York.....	George G. Groat
The Economic Theories of Simon N. Patten..	James H. Gilbert
The Theories of Francis A. Walker.....	Olin Ingraham

In addition there were general discussions of "The Regulation of Railway Rates" and of topics in "Economic Theory."

#### SEMINAR IN SOCIOLOGY AND STATISTICS

Professor Giddings. 2 hours fortnightly. 28 members.  
The following papers were read and discussed:

Socialization of Ownership.....	Joseph H. Underwood
The Dunkers.....	John L. Gillin
The Election Returns.....	Allan B. Eaton
The Election Returns.....	David L. Wing
The Chinese Exclusion Act.....	Ethel D. Wilcox
The People of New Mexico.....	William A. Kottman
Ethnic Elements in the Population of Canada.	David V. Warner
Quaker Hill.....	Warren H. Wilson
Salvation Army Social Work in the United States.....	Edwin G. Lamb
Haiti.....	Rudolph Broda
A Sociological Study of Long Island.....	John W. Crowell
A Study of the Birth Rates and Death Rates of the United States.....	Robert T. Hill
The Ancient Cliff Dwellers of the Southwest...	Harvey G. McVicker
Constituent Elements of the Population of Minnesota.....	John Copeland
The Greenback Movement in Maine.....	David L. Wing
A Study of Family Groups in Greenwich Village.....	Elza G. Herzfeld

During the year the following persons have held University Fellowships in subjects falling under the jurisdiction of this Faculty. For information as to the Seminars attended by Fellows and the papers prepared by them as part of their Seminar work, see the preceding pages:

1. ENOCH MARVIN BANKS . . . . . Finance  
A.B., Emory College, Ga., 1897; A.M., 1900.  
Columbia University, graduate student, 1900-02; 1903-04.  
Mr. Banks was principally engaged during the year in completing his Doctor's dissertation. He passed all of his examinations for the degree of Doctor of Philosophy successfully on April 29, 1905.

2. NORRIS ARTHUR BRISCO . . . . . Schiff Fellow  
A.B., Queen's University, Canada, 1898; A.M., 1900.  
Columbia University, Scholar in Political Economy and  
Finance, 1903-04.  
Mr. Brisco was principally engaged during the year upon  
the elaboration of his paper read in Professor Seligman's  
Seminar, which he proposes to offer as his Doctor's  
dissertation.
3. ALLAN BARBER EATON . . . . . Honorary Fellow in Sociology  
Ph.B., Beloit College, 1899; A.M., Yale University, 1902.  
Columbia University, graduate student, 1902-03; Fellow  
in Sociology, 1903-04.  
Mr. Eaton has been principally engaged during the year  
in work upon his dissertation on "Minor Political Parties  
in the United States."
4. CHARLES GROVE HAINES . . . . . George William Curtis Fellow  
A.B., Ursinus College, 1903.  
Columbia University, Scholar in Constitutional Law,  
1903-04.  
Mr. Haines has been working during the larger part of the  
year chiefly upon history and law in relation to Civil  
Service Reform. Near the close of the year his health  
began to fail, and by the advice of his physician he  
suspended his studies temporarily and is now endeavoring  
to recuperate his physical strength. The last news  
from him is encouraging.
5. CHARLES WILLIAM RAMSDELL . . . . . American History  
A.B., University of Texas, 1903.  
Mr. Ramsdell devoted most of the year to the preparation  
of his dissertation on "Reconstruction in Texas," under  
the direction of Professor Dunning.
6. WALLACE BATES SHIELD . . . . . International Law  
A.B., Ohio State University, 1898; LL.B., Kansas City  
School of Law, 1902.  
Mr. Shield became ill during the year and was compelled to  
leave the University.
7. EVERETT LYNN THORNDIKE . . . . . European History  
A.B., Wesleyan University 1902; A.M., Columbia Uni-  
versity, 1903.  
Mr. Thorndike was principally engaged during the year in  
preparing his Doctor's Dissertation on "The Place of  
Magic in the Intellectual History of Europe," which will  
be published in the fall of 1905. On May 24, 1905, he  
passed his examinations on subjects and languages.

8. JOSEPH HARDING UNDERWOOD . . . . . Sociology  
 A.B., Western College, Iowa, 1902; State University of Iowa, Scholar in Economics, 1902-03; Fellow, 1903-04.  
 Mr. Underwood devoted most of the year to further work on his Doctor's dissertation, "Socialization of Ownership."
9. CHIN YUNG YEN . . . . . Constitutional Law  
 A.B., Tientsin University, 1901; Graduate Student, Columbia University, 1902-05.  
 Mr. Yen completed his dissertation on "Rights of citizens and persons under the Fourteenth Amendment." He passed his examinations for the doctorate on May 25, 1905.

In the Studies in History, Economics, and Public Law, **Publica-** under the editorial management of Professor Seligman, there have appeared during the year as **tions** follows:

- Vol. XIX. No. 3. Trade Unions and the Law in New York.  
 By George G. Groat.
- Vol. XXI. No. 3. Pre-Malthusian Doctrines of Population.  
 By Charles E. Stangeland.
- Vol. XXII. The Historical Development of the Poor Law of Connecticut.  
 By Edward W. Capen.
- Vol. XXIII. No. 1. Economics of Land Tenure in Georgia.  
 By Enoch M. Banks.
- Vol. XXIII. No. 2. Mistakes in Contract.  
 By Edwin C. McKeag.
- Vol. XXIII. No. 3. Combination in the Mining Industry: A Study of Concentration in Lake Superior Iron Production.  
 By Henry R. Mussey.

The *Political Science Quarterly* is prosperously completing its twentieth year. The extent of influence exercised by this **Quarterly** publication is shown by the fact that it is regularly taken by 366 libraries in the United States. The Harvard Library has recently secured a second file, because the copies of the original file were "a good deal used by students" and were "getting worn." In two recent "case-books," largely composed of extracts from periodical publications, that by Professor Ripley of Harvard University on Trusts, and that by Professor Commons of the University of Wisconsin on the Labor Problem, the *Political Science Quarterly* is more abundantly represented than any other journal.

The Academy of Political Science held two public meetings

during the year. At the first, held February 28, 1905, the Hon. Charles H. Allen, first Civil Governor of Porto Rico, read a paper on "The Establishment of Civil Government in Porto Rico." The paper was discussed by Professor L. S. Rowe of the University of Pennsylvania,—a member of the Code Commission of Porto Rico. At the second meeting, held on May 2, 1905, Baron Kentaro Kaneko, the distinguished Japanese statesman, spoke on the "Social and Political Outlook in Japan." His address was supplemented by some remarks by Professor George William Knox of the Union Theological Seminary, who was for many years a Christian missionary in Japan. Both of these meetings were largely attended.

In October of 1904, on the initiative of some of the older students in the Department, preliminary measures were taken for the organization of a club among the graduate students in Economics. As now constituted, membership in the club is not confined to students in Economics and Sociology, but is extended to students of other subjects in the School of Political Science. The primary purpose of the club is the promotion of social intercourse, but the character of the monthly meetings during the past year has varied considerably. Visiting students of German universities have been present on several occasions. At its February meeting the club entertained at an informal dinner the members of the Department of Economics and Sociology, together with the Dean of the Faculty of Political Science. It is the purpose of the club to enlarge its activities during the coming year. An attempt will be made to secure the presence at the meetings of any professors visiting the university or city. The officers of the club for the past year were W. B. Guthrie, president, and W. C. Arnold, secretary, who, with G. E. Snyder, constituted the executive committee. F. H. Hankins has been elected president, and Meyer Jacobstein secretary for the ensuing year.

The History Club held but one meeting during the past winter. On February 17 Mr. Ripley Hitchcock gave an interesting and illuminating address on "Some Economic Aspects of Western Expansion."

During the year the Faculty has taken the action shown below in the extracts from its minutes on matters of general University interest and importance.

(December 16, 1904)—*Resolved*, That any course offered in the Summer School by any person giving instruction in the School of Political Science will be allowed to count for properly qualified students towards the M.A. degree, provided that the same course given in the regular winter sessions counts as graduate instruction for the purpose of that degree.

(March 10, 1905)—*Resolved*, That the Faculty of Political Science respectfully recommends to the University Council that the following changes be made in the Regulations for the University Degrees:

Section 4, caption "Under the Faculty of Political Science," change the first paragraph so as to read: "Group I.—History and Political Philosophy: 1. Ancient and Oriental History; 2. Mediæval History; 3. Modern European History from the Opening of the 16th Century; 4. American History; 5. Political Philosophy."

Under same caption, last paragraph, strike out the last sentence, namely, "All the courses and seminars offered in the major subject must be taken by candidates for the degree of Doctor of Philosophy," and insert before the preceding sentence which begins, "To be recognized as a minor subject," the following sentence: "To be recognized as a major subject for the degree of Doctor of Philosophy, the courses selected must aggregate at least four hours weekly during each of the required years of residence (provided that this number of hours be offered in the subject), and must also include attendance at a seminar during the period of residence."

At the end of this caption insert the following paragraph: "The general examination for the degree of Doctor of Philosophy will not be confined to the courses which the candidate has attended in Columbia University or elsewhere, nor even to the field covered by such courses. The candidate is expected to show a satisfactory grasp of his major subject as a whole and a general acquaintance with the broader field of knowledge of which this subject forms a part."

Section 9, Paragraph 1, strike out the last sentence, "The Faculty of Political Science also requires," and substitute the following new paragraph: "In the Faculty of Political Science no candidate is admitted to examination for the degree of Doctor of Philosophy except on recommendation of the professor who has approved the topic selected for his dissertation. Such recommendation must be endorsed by the other professors in charge of the candidate's major and minor subjects. The candidate must also satisfy the Faculty that he is able to read ordinary Latin, unless it shall have been previously certified by the professor or professors in charge of the major subject that ability to use this language is not necessary for the proper prosecution of the candidate's researches. On application to the Dean, the candi-

date may be examined on the required languages one year before presenting himself for the general examination on his major and minor subjects. If no such application be made, he will be examined on the languages in connection with his general examination on his subjects."

(March 17, 1905.)—On motion, it was

*Resolved*, To recommend to the University Council that a new subject, to be designated as "*C. Social Economy*," be added to those already included in the Economics and Social Science group.

On motion, the Faculty authorized Dr. Devine to offer the following courses on this new subject:

Social Economy	281	Poverty and Dependence.
"	"	282—Principles of Relief.
"	"	285—The Standard of Living.
"	"	286—The Prevention and Diminution of Crime.
"	"	299—Seminar in Social Economy.

On motion, the Faculty authorized the transfer of the courses designated *Sociology 22a* and *Sociology 22b* from subject "B" to the new subject "C" in the Economics and Social Science group.

On motion, the following changes in the Economics and Social Science group were also authorized:

(1) *Sociology 17*, offered by Professor H. L. Moore, to be announced under an appropriate number among the courses in Political Economy and Finance as well as among those in Sociology and Statistics.

(2) A new course to be designated as *Quantitative Economics II.: Mathematical Economics*, to be offered by Professor H. L. Moore.

(3) Two new courses: *Economics 241—The Economic and Social Evolution of Russia since 1800*, and *Economics 242—Radicalism and Social Reform as Reflected in the Literature of the Nineteenth Century*, to be offered by Dr. Simkhovitch.

(4) The first of these courses, *Economics 241*, to be offered under an appropriate number among the courses in Modern European History as well as among those in Political Economy and Finance.

(5) The course *Economics 2b* to be offered in future by Professor Seager instead of by Professor H. L. Moore.

(6) The designation of Professor Seager's course, *Economics 31*, to be changed from *Problems of Industrial Organization* to *The Trust Problem*.

On motion, the following changes in the courses offered in other groups were authorized:

(1) A new course on *The Elements of Law* to be offered by Professor Munroe Smith.

(2) The designation of *History 13*, offered by Professor Robinson, to be changed from *Opening of the Lutheran Reformation (1517-1526)* to *Early Middle Ages from the Fifth to the Twelfth Centuries*.

Six professors and adjunct professors have been added to the Faculty of Political Science during the present academic

year: William R. Shepherd, James T. Shotwell, George W. Botsford, Vladimir G. Simkhovitch, Alvin S. Johnson, and **Additions to the Faculty** Edward T. Devine. Of these, all except the last named have reached the professorial rank through the regular order of promotion from lower grades. Their merits are, therefore, well known to the authorities of the University and to their colleagues throughout the institution. They have stood the severe test with credit to themselves and with profit to the University; and while the honor which they have received is great, their own merits are also great, and it may be truly said that they have won their distinction. The last named in this list of honor, on the other hand, joins us now for the first time. This does not place me, however, under any necessity of dwelling upon his qualifications for the high position to which we have called him. He is known not only in this University and this great city, but throughout the country, as one of our first sociologists and organizers of relief work, and we feel that the Faculty of Political Science has been greatly strengthened by his accession to our ranks.

Three of these gentlemen will belong to the group of Historians, and three to the group of Economists and Sociologists, making the number of those holding professorial rank in the first group seven, and in the second group eight.

These two groups are now quite strong and fairly able to meet the demands upon them. The third group in the Faculty, that of Public Law and Comparative Jurisprudence, is not quite so fortunate. The four professors who constitute this group are abundantly able to do all the necessary teaching which falls within their domain, provided only they could have a little assistance in the conducting of examinations, the reading of examination papers, and the correction of Master's theses. It is in regard to the last named item that they feel the chief need of assistance. From sixty to seventy Master's theses are prepared each academic year under the direction of this Faculty, and fully half of them are worked out under the supervision of the four professors in this group. In fact, the labor of looking after one third of all the Master's theses prepared under the supervision of this Faculty falls

upon one member of this group. It is simply impossible for him to discharge this duty adequately, and if the Master's theses are to be maintained and held up to the proper grade of excellence, some assistance must be provided for this work in the departments of this group.

No year has passed since the organization of this Faculty in which so much good work has been accomplished as in the one just closing, and the evidences are multiplying on all sides that the reputation of this Faculty and the School under its charge for the breadth, thoroughness, and excellence of the work here accomplished is growing from year to year throughout the country, and I may truthfully now say throughout the world.

Respectfully submitted,

JOHN W. BURGESS,

*Dean.*

## SCHOOL OF PHILOSOPHY

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to present herewith the following report upon the work of the School of Philosophy for the academic year ending June 30, 1905, the fifteenth of its existence as a corporate body.

The practice of last year's report has been followed in omitting certain statistics which belong more properly in the report of the Registrar of the University.

The growth of the School of Philosophy has continued, although the rate of increase in the number of students attending has been less than during the few years immediately preceding. It is not unlikely that the entire number of persons registered primarily under this Faculty will remain for some years to come in the neighborhood of five hundred; and it is in my opinion not desirable that attendance should be increased far beyond this point, unless a wholly unexpected augmentation of the resources of the University should take place, of a sort to add very largely to our force of instructors. In the advanced work for which this Faculty exists, overcrowding of classes is easily possible, particularly in courses requiring extensive laboratory equipment, and in Seminars.

The entire number of persons who have pursued work

under the direction of this Faculty during the academic year just ended is 503. This number shows an increase of 29, or 6.1 per cent., over the attendance of 1903-04; the increase from 1902-03 to 1903-04 was 16 per cent. The proportion of the primary to the entire registration under this Faculty is practically 85 per cent.; last year it was 86.2 per cent., and these figures vary little from year to year. The figures are given in detail in the Report of the Registrar.

Among the 430 persons registered primarily under this Faculty,—no account being taken here of the "auditors," concerning whom a statement is made below,—103 (72 men and 31 women) were registered in Teachers College as candidates for the "Master's diploma" or "Doctor's diploma" given by that institution, and also under this Faculty as candidates for the degree of Master of Arts or Doctor of Philosophy with the major subject in Education.

As in my report of last year, the figures of primary registration include all persons who while holding teaching positions in the University or the Horace Mann School were pursuing courses leading to higher degrees, with major subjects under this Faculty. These were as follows:

Assistants.....	3
Teachers in the Horace Mann School.....	6
Instructors.....	4
	—
	13

During the year the various theological seminaries in or near New York that have entered into relations  
 The Theological of reciprocity with the University have sent us Seminaries students as follows:

	1904-05	1903-04
Union Theological Seminary.....	23	27
General Theological Seminary.....	13	6
Jewish Theological Seminary.....	13	7
Drew Theological Seminary, Madison, N. J.....	6	5
St. Joseph's Theological Seminary, Dunwoodie, N. Y.	2	4
	—	—
	57	49

The increase in the number of students from the General Theological Seminary is notable and gratifying. It cannot

yet be said that our relations with the seminaries are ideal, because the differences between the primary aims of the university and those of the theological school are so great, and some time still is likely to elapse before the questions of equivalence of courses, and allowance for work carried on at the seminary in partial fulfilment of our requirements for the higher degrees, can be satisfactorily settled; but every year marks an advance toward a better understanding. It should be said that the authorities of each of the seminaries concerned have shown themselves entirely willing to co-operate in our efforts to establish and maintain a high standard of work for those of their students who become candidates for our degrees.

The total number of auditors enrolled for courses given under the direction of this Faculty was 16; of these, 10 were women. The report of the Registrar will give the **Auditors** figures in detail. It is cause for congratulation that action has been taken by the Trustees, in establishing two, and only two, classes of students, *i. e.*, matriculated and non-matriculated students, which will do away with the auditors entirely.

Among the persons enrolled under this Faculty as candidates for the degree of Ph.D., 27 men and 14 women, or 41 **Candidates** in all, had satisfied the requirements of the Faculty for **Degrees** with regard to full candidacy for the degree. The operation of the regulation bearing upon this matter, adopted in 1900, has abundantly justified the action then taken.

The following table shows the choice of minor subjects under the Faculty of Philosophy by candidates who took their major subjects under other Faculties:

Anthropology.....	4	Indo-Iranian Languages.....	0
Chinese.....	0	Latin (including Archæology).	0
Comparative Literature.....	1	Philosophy.....	17
Education.....	15	Psychology.....	3
English.....	4	Romance Languages.....	0
Germanic Languages.....	1	Semitic Languages.....	0
Greek (including Archæology)	2		

The University Fellowships and Scholarships which have been awarded for 1905-06 to applicants under the various departments of this Faculty are enumerated in the following table:

Fellows  
and  
Scholars

#### FELLOWSHIPS

Classical Philology.....	1	Indo-Iranian.....	1
(Henry Drisler)		(Gottberger)	
Comparative Literature.....	1	Philosophy.....	1
English.....	1	Psychology.....	1
Germanic Languages.....	1	Romance Languages.....	1
(Carl Schurz)		(Honorary)	

#### SCHOLARSHIPS

##### 1. President's University Scholarships

Anthropology.....	1	Semitic Languages.....	1
English.....	1		

##### 2. University Scholarships

English.....	1	Latin.....	2
Germanic Languages.....	1	Philosophy.....	2
Greek.....	1	Romance Languages.....	2

##### 3. Curtis Scholarships

Philosophy.....	1
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Nine gentlemen have held during the year Fellowships in departments belonging under this Faculty. One of these Fellowships is that established by arrangement with the French Government, which permits its holder to spend the year of tenure in France. The following statement covers the work carried on by the holders of the Fellowships specified:

##### 1. ALEXANDER OTTO BECHERT, A.M. . . Germanic Languages

Mr. Bechert has taken courses in Germanic Languages, English, and Indo-Iranian Languages. In connection with them he has prepared and presented numerous papers, among them the following: The Cultural Elements in the Old Saxon *Heliand*; The Dwelling in the Age of Chivalry; Anglo-Saxon Religious Poetry; *Gudrun*; Walter v. d. Vogelweide; The *Rettung* (Vindication) as a Literary Form; and before the Germanic Seminar papers on The Characters in the

*Saengerkrieg auf Wartburg* and Herder's Early Ideas on Language.

He has made a special study of the phonograph as an aid to investigation in phonetics, embodying some of his results in a lecture delivered before the class in Language 1. He is now engaged in preliminary investigations for his dissertation.

2. CHARLES COLLINS, A.B. . . . . Romance Languages

Mr. Collins has taken four courses, and been a member of two Seminars, in the Departments of Romance Languages and Comparative Literature. In connection with these he has presented papers as follows: Lope de Vega as a Critic; Voltaire's *Alzire*, a *Compte Rendu*; The Sources of the *Alzire*; various reports on collections of Old French Locutions; and other minor reports.

As President of the Société Française of the University, he was actively employed in the direction of the performance of Molière's *Le Médecin malgré Lui* which was given by the Society. He expects to spend the coming summer in study in France. Next year he will return thither for a year of work, after which he hopes to take the Doctor's degree at Columbia University. A subject for his dissertation will probably be found in connection with the continued study of Voltaire's life and works which he intends to make.

3. VIVIAN ALLEN CHARLES HENMON, A.M. . . . Psychology

Mr. Henmon has carried on work in Psychology, Philosophy, and Education. The greater part of his time during the year has been given to experimental work upon the subject of his dissertation: The Time of Perception as a Measure of Difference in Sensations. Reports on this topic have been presented to the Seminar in Psychology, and a paper on the same subject has been read by him before the American Psychological Association. Other papers presented by him were reports to the Psychological Seminar on Psychological Methods, and one before the class in Philosophy 6 on The Category of Purpose.

The degree of Doctor of Philosophy was conferred upon Mr. Henmon at the Commencement in June, 1905.

4. LOUIS JOSEPH MERCIER, A.M. . . . Romance Languages

Mr. Mercier has followed courses in Romance Languages and Literatures, Romance Philology, and Comparative Literature. His private work has been largely given to the preparation of a program on The Co-ordination of Foreign and English Language Study in the Grades and in the High School, to be submitted to the Ethical Culture School in New York City. In connection with the courses and Semi-

nars attended by him, he has prepared and presented the following papers among others: *L'Hellénisme de Voltaire et la Genèse de son Œdipe*; *Esquisse de l'Evolution de la Critique en France au XIX Siècle*; *The Punishment of Sin in the Divine Comedy*; *The Attitude of France towards the Output of the Italian Renaissance*; and a lecture before the class in Comparative Literature 2 on *The Genesis of the Astrée of Honoré d'Urfé*. He has been engaged in the preparation of a Comparative Table of the Development of European Literature from 1300 to 1650.

An Honorary Fellowship in Romance Languages has been awarded to Mr. Mercier for 1905-06.

5. ARTHUR HUNTINGTON NASON, A.M. . . . . English

Mr. Nason's work in courses has been done during the year in English Language and Literature and in Modern European History, chiefly of the period of the French Revolution. He has been making investigations of Heraldic Allusions in the Elizabethan Drama, particularly that of Ben Jonson. He has presented a paper on Shakspere's Use of Comedy in Tragedy; and several papers and reports before the Seminars in English on the life and works of James Shirley, chiefly with a view to determining his evolution as a dramatist and his position in his own period. This topic will form the subject of the dissertation in the preparation of which Mr. Nason is now engaged.

6. PHILIP HYATT TARR, Ph.B., A.M. . . . Philosophy

Mr. Tarr has carried on courses in Philosophy, Psychology, and Education. His special topic of investigation has been The Ethics of Pure Experience, which will form the subject of the dissertation which he is now preparing. Papers upon parts of this subject have been read by Mr. Tarr before the Seminars in Ethics and Philosophy. Besides these, he has presented other papers as follows: The Historical Development of Education according to Nature; Hobbes's Theory of Sensation; Locke's Theory of Simple Ideas; Outcome of Philosophy from Locke to Hegel; Clifford's Parallelism; The Control of Involuntary Muscles; Current Theories of Consciousness; Continuity; Purpose.

7. STANLEY KIDDER WILSON, A.M. . . . Proudfit Fellowship in Letters

Mr. Wilson has been chiefly engaged in the completion of his dissertation, the subject of which is: A Biographical and Critical Study of Thomas Otway and his Works. He has also been pursuing an investigation of the Origination of 18th-Century Sentimentalism, and has presented the results obtained in a paper read before the English Seminar.

8. STEPHEN HENRY LANGDON, A.M., Ph.D. . . . International Fellowship (Semitic Languages)

Mr. Langdon has been during 1904-05 a member of the *Ecole des Hautes Etudes* and the *Ecole des Langues Orientales Vivantes* in Paris, working chiefly in Assyriology and Arabic, and upon certain Oriental monuments in the Louvre. He has begun the preparation of "A Sumerian Dictionary of Pure Sumerian Texts."

9. ALAIN CAMPBELL WHITE, A.B. . . . Comparative Literature (Honorary)

Mr. White has made a special study of the treatises on conduct, social intercourse and amusements, which were produced in great numbers in Italy and in other parts of Europe between 1530 and 1680. He has formed a bibliography of the subject, embracing about 1000 titles. A lecture was given by him, to one of Professor Fletcher's classes, on The Influence of Castiglione, and several informal talks on The Diffusion of the Conduct Treatises before the Seminar in Comparative Literature conducted by Professor Spingarn.

The several departments represented in this Faculty carried on during the academic year the number of courses Courses exhibited in the following table, which shows only Given the courses allowed to be counted towards the higher degrees:

Anthropology.....	7	Indo-Iranian Languages.....	9
Chinese.....	6	Latin.....	8
Comparative Literature.....	6	Philosophy.....	17
English.....	15	Psychology.....	7
Germanic Languages.....	16	Romance Languages.....	29
Greek (including Archæology)	10	Semitic Languages.....	14

Philosophy and Psychology fall under one department, but the courses in these two subjects are here enumerated separately for convenience of reference. The courses in Education are given in full in the report of the Dean of Teachers College, and need not be repeated here.

During 1904-05, 197 persons received the degree of Master of Arts in this University. Of these, 88, or 44.7 per cent., had Degrees taken major subjects under the Faculty of Philosophy. The details are given in the Report of the Registrar.

Of the 38 degrees of Doctor of Philosophy conferred during 1904-05, 19 fall to the credit of this Faculty, the major subjects being distributed as follows:

Classical Archæology.....	1	Philosophy.....	2
Education.....	10	Psychology.....	3
English.....	1	Semitic Languages.....	1
Germanic Languages.....	1		

Among these Masters of Arts, 6 held University Scholarships during the year just ended, and 7 held Teachers College Scholarships. Of the Doctors of Philosophy, 1 held a University Fellowship, 5 held Teachers College Fellowships, and 1 a Teachers College Scholarship.

The Doctor's degree with classical archæology as major subject was conferred this year for the first time at this University, the recipient being a young woman whose work in that subject had been begun during a residence in Greece. Within the next two years it is likely that several other persons will offer the same major subject, which demands extensive study in both Greek and Roman archæology.

The work of the Faculty has proceeded during the year without interruption or notable incident. The presence of Professor Dewey, who joined the teaching staff on the first of February, has added greatly to the efficiency of the Department of Philosophy and Psychology, already before his coming one of the strongest in this country. Professors Gottheil and Wheeler have been absent on sabbatical leave; and Professor Jackson on a short leave during a part of the spring, to take part in the Oriental Congress held at Algiers. Professor Wheeler represented both Columbia University and the Archæological Institute of America at the Archæological Congress held at Athens in April.

The closeness of the relations between this Faculty and the two others which recommend for the higher degrees, in particular with the Faculty of Political Science, has been strikingly shown in many ways, most of all with Other perhaps, by the large number of candidates for the Faculties higher degrees who divide their time between two Faculties. Combinations of subjects in History, in Economics, or in Sociology, with subjects in Philology or Education, are most

frequent; and as a result the committee of examination for the Doctor's degree has been augmented, for seven out of the nineteen examinations held by this Faculty during 1904-05, by members of the Faculty of Political Science. Members of this Faculty have, on the other hand, been added to the examining bodies of the other Faculties, in one case under each. Thus with every year the lines dividing the three Faculties grow fainter; it will be cause for congratulation when they are no longer distinguishable.

Faculty legislation during the year has been very moderate in amount. The Faculty, being requested by the University Legislation Council to express its opinion on the advisability of conferring degrees *cum laude*, voted almost without a dissenting voice that such a distinction was undesirable. By order of the Faculty a committee was constituted to consider certain proposals with regard to the degree of Master of Arts made by the Professor of Romance Languages and Literatures. In acting upon the report of this committee the Faculty passed the following resolution, which was ordered to be communicated to the University Council:

*Resolved*

That it is the sense of this Faculty

I. That in any revision of the regulations concerning the higher degrees provision should be made for two separate classes of candidates for the degree of master of arts: (A) those who wish to pursue a certain number of advanced courses, analogous to but more advanced than those leading to the baccalaureate degree; and (B) those who wish to specialize in some one Division or Department of the University.

II. That the requirement of minor subjects for the degree of master of arts, as at present in force, has been found unsatisfactory, and should be abolished.

(May 12, 1905.)

To one examining the minutes of the Faculty of Philosophy for the past ten years, it might seem as if the regulations governing the award of the higher degrees had formed a practice-ground for the exercise of legislative ingenuity. Yet, though there is still room for improvement, on the whole great advances have been made. The time seems to have come for a thorough-going revision of the regulations referred to.

This must, in the last instance, be made by the University Council itself; but many useful suggestions are likely to originate in the Faculties.

A question which concerns very intimately the Faculty of Philosophy, is that of the printing of the dissertations. As a matter of expediency, for several years past a certain latitude has been taken in the enforcement of the rules prescribing the printing; but the time for that has now gone by, and this Faculty will be decidedly the gainer by the stricter enforcement upon which the University Council has determined.

Another matter of even greater importance to the Faculty of Philosophy, important to it no less than to Columbia College (though examined hitherto almost entirely from the point of view of the latter), is the vista of opportunities for more convenient and efficient conduct of our work which is opened up by the plan of development of Columbia College, on its external side, on the site at the eastern end of South Field. Under the Columbia organization the separation of graduate from undergraduate work is a matter of prime importance; not only a separation in the persons instructed and in the manner of the instruction, but also in the places where the instruction is carried on, is desirable and even necessary. The tone and temper of the undergraduate and the graduate student are on the whole very different, and should be so; the latter needs above all things quiet, and freedom from the disturbances which undergraduate enthusiasm not improperly brings in its train. Well-equipped Seminar-rooms, entirely distinct from the general library, and stocked with books of their own, accessible to only a closely limited number of persons, are a prime necessity for the proper conduct of the work of our Faculty. To the members of the Seminars must be secured, as far as may be possible in this noisy city, that peace and quiet without which concentration of mind is impossible to all but a very few exceptionally gifted natures. Again, the "graduate faculties" are now squarely committed to a co-educational policy, and the pursuit of this in departments which necessarily carry on both graduate and undergraduate work in the

same rooms is beset with many inconveniences, not to call them evils. An end may be made of these, perhaps in the near future, if Columbia College is locally developed as is now planned, and the work of this Faculty cannot fail to become thereby more effective and satisfactory. A better system of Seminar-rooms is already a very pressing need, and I have become convinced that the end to be aimed at is a complete series of departmental libraries for graduate work, though not necessarily for undergraduate instruction, accessible only to members of the Seminars. The equipment of some of the Seminars at Harvard and at Johns Hopkins affords the most satisfactory solution of this difficult problem that I know of.

The close of the present academic year ends the system by which the Deans have been elected by the Faculties. In passing from such an elective position to the position of a Dean appointed by the Trustees, I would bear testimony here to the unfailing heartiness and loyalty of support, in everything affecting the welfare of the School of Philosophy, which I have experienced from all of my colleagues in the Faculty. Through many fundamental differences of opinion —without which the business of a Faculty would become one lifeless routine of administration — I have always found the tasks of my office to be notably lightened by the certainty of such support.

Respectfully submitted,  
EDWARD DELAVAN PERRY,  
*Dean.*

June 12, 1905.

## SCHOOL OF PURE SCIENCE

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the thirteenth annual report on the work of the Faculty of Pure Science. This report refers to the academic year ending June 30, 1905.

The statistics of attendance of the School of Pure Science show an increase of about 33 per cent. in the aggregate registration, and an increase of about 35 per cent. in Statistics of the primary registration of the School over the Attendance corresponding figures of the preceding year. A total of 214 students pursued graduate work in the School during the year. The figures are given in detail in the Report of the Registrar.

Six candidates completed requirements for the Summary degree of Doctor of Philosophy and 41 completed of Degrees requirements for the degree of Master of Arts Attained during the year.

The inference alluded to in my report for the year 1902-03, with respect to the average ages of candidates attaining these degrees in the School of Pure Science, is confirmed by the records of the past two years. That is, the average age of a candidate attaining the doctorate is thirty years, and the average age of a candidate attaining the master's degree is twenty-seven years.

The "Barnard Fellowship for Encouraging Scientific Research" has been held for the second time by William

Campbell, Ph.D., Columbia University, 1903. In addition to his academic duties in connection with the Department of Metallurgy, Dr. Campbell has pursued with his usual ability and success an investigation of the heat treatment of high carbon steels and the microstructure of binary alloys. He has published several papers during the year, and he has recently been promoted to the position of Instructor in Metallurgy for the ensuing year.

The "John Tyndall Fellowship for Encouraging Research in Physics" has been held during the year by Mr. Frederick Columbus Blake. He has substantially completed a research and a dissertation for the doctorate on the absorption of electric waves by various forms of resonance screens. He has been reappointed John Tyndall Fellow for the ensuing year.

Mr. LeRoy Abrams, Fellow in Botany, has given special attention to the flora of southern California, supplementing his extensive field-work carried on during several recent years. His dissertation on this flora, now well forward, will be completed during the next academic year.

Mr. C. A. Hartnagel, Fellow in Geology, has made a special study of palaeontology. He has prepared for the master's degree a valuable essay on the silurian and devonian strata near Cornwall, N. Y. He has recently secured an appointment as assistant geologist on the New York State survey, having attained the highest rating for the position in a competitive examination.

Mr. C. E. Morrison, Fellow in Civil Engineering, has made commendable progress in the pursuit of sanitary engineering, taking Bacteriology and Chemistry as minor subjects. He has been appointed an Assistant for the coming year.

Mr. Max Morse, Fellow in Zoölogy, in addition to the pursuit of his course work, has attained valuable results in original investigations of the life history of *Daphnia* and of the rôle of the accessory chromosomes in insects.

Mr. Thomas T. Read, Fellow in Mining, has taken up a detailed study of the physical properties of the amalgams of gold and silver. This intricate work has been carried on under the joint direction of the Departments of Mining and Metallurgy during the academic year, and will be continued in the field under the Department of Mining during the ensuing summer.

There were eleven University Scholars in the Work of School during the year, namely:

University  
Scholars

LOUIS COHEN, *Electromechanics*; ARTHUR WAYLAND DOX, *Chemistry*; GEORGE ADAMS ELLIS, *Physics*; HERBERT DANA GOODALE, *Zoölogy*; CECIL SHEPARD HINES, *Zoölogy*; THOMAS CARLYLE JONES, *Mathematics*; CHARLES SEARING MEAD, *Zoölogy*; THURSTON MASON PHETTEPLACE, *Mechanical Engineering*; CHARLES RUPPERT STOCKARD, *Zoölogy*; GEORGE BOOKER WATERHOUSE, *Metallurgy*; SHIGEO YAMANOUCHI, *Botany*.

Mr. Cohen has been engaged in a doctorate research on the problems of the interference of two telephone lines due to mutual induction and mutual capacity, and of the distribution of the electromagnetic field and the radiation losses in the case of an endless solenoid when the impressed electro-motive force is of high frequency.

Mr. Dox completed work for the degree of Master of Arts.

Mr. Ellis was unable to proceed with his work and resigned early in the year.

Mr. Goodale has taken advanced lecture work and carried forward investigations on the normal embryology of the salamander in preparation for experimental work on the same subject, in which he is now actively engaged.

Mr. Hines has pursued a research on the influence of the nervous and circulatory systems on the regeneration of the limbs of the newt.

Mr. Jones has completed work for the degree of Master of Arts.

Mr. Mead, while pursuing lecture courses in zoölogy and palæontology, has given special attention to vertebrate palæontology in preparation for original work in that subject.

Mr. Phetteplace has taken up for a doctorate research the difficult problem of the balancing of the forces developed in oscillating engines.

Mr. Stockard has spent part of the year in a field expedition to Mississippi in quest of the early developmental stages of the spoon-bill sturgeon, and has begun a thorough study of the development of the head in the hag-fish, from which results of value are expected.

Mr. Waterhouse has been engaged in a research on the properties of nickel steel, of which the Department of Metallurgy has recently acquired a complete suite of specimens.

Mr. Yamanouchi did not enter the University until near the middle of the year, and he has only succeeded in getting fairly started with advanced work at the present writing.

The Dean notes, with an approval which expresses the unanimous sentiment of the Faculty, the establishment of the "Ernest Kempton Adams Fund for Physical Research," by Mr. Edward Dean Adams, in memory of his son, Ernest Kempton Adams, E.E., Columbia University, 1897; A.M., Columbia University, 1898. Under the terms of the deed of gift of this Fund, the Trustees of the University have established the "Ernest Kempton Adams Research Fellowship." By recent action of the Trustees the first appointee to this high honor is our colleague, Professor Ernest Fox Nichols. It should be stated in this connection, also, that along with the establishment of this worthy memorial, Mr. Adams has transferred to the University a valuable collection of physical apparatus designed and constructed under the supervision of his son.

By statutory provision adopted by the Trustees, June 6, 1892, it was decreed that "The Faculty of Pure Science shall consist of the President and of the professors in the departments of Biology, Botany, and Astronomy, and of such other professors as may be specifically assigned to this Faculty by the Trustees." The same provision states that the departments of "Mathematics, Physics, Chemistry, Geology, and Mineralogy shall be represented in this Faculty by the head of each department."

At the first meeting of the Faculty, held September 30, 1892, the eight departments just mentioned were represented by a total roll of ten members. Since that date the number of departments represented has been increased by additions and by assignments to nineteen; and the total membership has risen to forty-five, and will be increased to forty-eight by reason of promotions to take effect at the beginning of the next academic year. The departments now represented in the Faculty are the following:

Anatomy,  
Astronomy,  
Bacteriology,

Botany,  
Chemistry,  
Civil Engineering,

Electrical Engineering,	Mineralogy,
Geology,	Mining,
Mathematics,	Pharmacology,
Mechanical Engineering,	Physics,
Mechanics,	Physiological Chemistry,
Metallurgy,	Physiology,
	Zoölogy.

The wide range of subjects embraced in these departments, and the correspondingly wide range of methods essential for instruction and research, render the questions of administration in this School somewhat complex. There is some need at present for a more precise definition of the relations of this School to the professional schools. The tender of courses offered for the higher degrees by the departments in the latter schools seems to require somewhat fuller specification, especially in the interests of intending students. There is also presented the problem of the possible interrelations of graduate and undergraduate students pursuing the same courses of study simultaneously or separately. These and other questions of interest and importance to the Faculty, now that it is firmly established, would appear to merit deliberate investigation, with a view to securing such readjustments as may be desirable in the interests of the School and in the interests of the University as a whole.

In completing with this report ten consecutive years of service for the Faculty of Pure Science, the Dean desires to express his sense of obligation to the two Presidents of the University under whom he has served, and to all members of the Faculty. The uniform courtesy and hearty spirit of co-operation accorded to the Dean in all his official relations have lightened his labors and have become a source of the pleasantest remembrances.

Very respectfully yours,

R. S. WOODWARD,

*Dean.*

## BARNARD COLLEGE

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the following report upon the changes and development of Barnard College during its sixteenth year, closing June 30, 1905.

The Music Specials were all transferred this year to the University, thereby removing from Barnard College the only group of students who have ever entered without Registration meeting regular examinations and full entrance requirements. This change has reduced the figures of total registration; yet the growth in other groups has more than offset this loss, and a small total increase is shown—a result which was not to be expected. The geographic distribution of patronage has been interesting to study, and has been a cruel index of the limitation placed upon us by the lack of a dormitory. The large number of transfer students from other leading women's colleges, which was developed Dormitory under the influence of our residential life, has been slowly decreasing since Fiske Hall was discontinued as a dormitory. The scholarly attractions are steadily increasing; the number of women who make inquiries about transference is large; yet the local conditions of residence are so unsatisfactory that many of the most desirable students are turned away to other colleges. The demand for a dormitory still

remains, as it has been now for three years, the most urgent need of the College.

Self-government of the student body has been organized during the year on a new basis, which promises to attain a high order of efficiency. So long as such an important function was exercised by a subordinate committee, it lacked sufficient authority to stimulate the students to thoughtful effort. The new Student Council is composed of the highest officers of the various College organizations and is truly representative; it is a purely legislative body, carrying out its decisions through the medium of the Undergraduate Association. The wisdom of the legislation of this initial year in the new system has been so marked, that the Council of coming years has a high standard already set for its emulation. The newly awakened sense of responsibility which attends this new power is a quality which cannot be overrated in the present day of excessive individualism.

The out-of-door life made possible by the improvement of Milbank Quadrangle has proved an increasing attraction and benefit. By special gifts for the coming year we are able to add to these privileges in physical exercise an experiment in prescribed lectures in hygiene and regular gymnasium work for all incoming freshmen. This is called an experiment,—not because there is any uncertainty of its desirability or success,—but because the gifts are made for only one year, and the work must be discontinued in 1906 unless it is further assured by gift or endowment. This provision for the physical well-being of the students is especially gratifying, since our health record is not so positively favorable as is that of a country college and as may easily be attained even under city conditions. The alumnae have shown especial interest in this movement toward required physical training, and are providing the money for the gymnasium work for the coming year.

The enlarged Reading-Room is deeply appreciated; but of inestimable value has been the skilled supervision which was necessitated by the growth of the department. The alumnae can increase the scholarly efficiency of the College in no better way than in their generous interest in the

growth of the library facilities from which we are constantly benefiting. The Class of 1903 has given 699 volumes, and 100 more have come through small gifts. This makes the total number of volumes in the Reading-Room 3085. These books are not only kept in constant service during the day, but between the middle of November and the middle of May 3000 books were issued for home use.

Mrs. Anderson completed the gift of Milbank Quadrangle in her own inimitable way by paying the last taxes of \$10,260 upon the property. Mrs. Martha T. Fiske-Collord Gifts has continued her interest in the departments of Chemistry and Physics, and has given scientific equipment to the value of \$1720. These added facilities made possible some advanced courses which were demanded by the unusual growth of these departments. The Emma Hertzog Scholarship has been founded by gifts from residents of Yonkers, N.Y. It is awarded in conference with the faculty of the Yonkers High School to a graduate of that school. The National Society of New England Women has given a scholarship for the next three years, and hopes by that time to have completed the fund necessary for a proper endowment of the scholarship. It is to be named the Mrs. Henry Clarke Coe Scholarship in honor of the President of the Society, during whose term of office the plan of endowing a scholarship in Barnard College was adopted. Many friends have given generously to the annual expenses. It is hoped that a larger free endowment will soon make these annual demands upon the friends of the College unnecessary.

The analysis of interschool privileges, brought out in the recent discussion of interschool fees, has revealed many interesting facts. The practical value of the combined Electives bachelor-of-arts degree with the diploma for teaching is shown by the gradual increase of candidates for this double recognition. In 1900, 45 per cent. of the senior class elected some work in education. In 1905, 59 per cent. of the senior class have taken education courses. This increase is not entirely based upon professional needs, but shows an increased conviction that no function of a citizen is more general than his relation to educational interests. Therefore a

course in the history and principles of education is truly practical and universal in its desirability for every intelligent person,—man or woman.

The statistics in regard to undergraduate work at Columbia for Barnard students is yet more interesting. In 1900,  $87\frac{1}{2}$  per cent. of the senior class elected some courses at Columbia. In 1905, so many of these courses had been introduced into our own curriculum that only 36 per cent. of the seniors were electing courses at Columbia; in spite of this fact, a much larger number of students were doing the advanced work in philosophy, psychology, and anthropology, which was formerly only obtainable at Columbia. Not only are these valuable courses much more largely chosen than they were five years ago, but, being open to juniors, they now allow two years of specialization where formerly at best only one year—and that the relatively elementary year—was open to Barnard students.

The year has been one of high scholarly attainment and of wholesome social life. It is pleasant to believe that the tendencies are all in the right direction, and that the work of the future is only to perfect and not to transform existing conditions.

Respectfully submitted,  
LAURA DRAKE GILL,  
*Dean.*

## TEACHERS COLLEGE

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the following report of the work of Teachers College for the academic year 1904-05.

The total enrolment of resident students in the College has been 832; extension students doing work at Teachers College, Student 1189; School pupils, 1166—a grand total of 3187. **Enrolment** Of the College enrolment 88 graduate students and 500 professional students were candidates for a diploma, 85 were collegiate students, 12 were special students, and 147 were candidates for a university degree only. The number of college graduates was 250, and 201 others had a partial college course. There were also 205 normal school graduates. Our resident students came from 44 states and 10 foreign countries. They represented 116 colleges and universities, 68 normal and training schools, and 45 technical schools. Of the regular students 48 were candidates for the degree of Doctor of Philosophy, 29 with Education as the major subject; 136 were candidates for the degree of Master of Arts, 79 with Education as the major subject; 313 were candidates for the degree of Bachelor of Science in Education; and 142 were candidates for the degree of Bachelor of Arts, 39 in Columbia College and 103 in Barnard College.

The increase in enrolment, as compared with last year, is: **Growth of** graduate students candidates for a diploma from the Year 68 to 88, professional students from 428 to 500, students from other Faculties of the University from 208 to 218, School pupils from 1105 to 1166, extension students

doing work at Teachers College from 774 to 1189. There has been a decrease in the number of collegiate students from 101 to 85, special students and auditors, from 62 to 39. The grand total has increased from 2683 to 3187. There has been a marked decline in the number of college graduates who have been enrolled during the year, *i. e.*, from 315 to 250, but this has been more than offset by an increase in the number of students with a partial college course from 156 to 201, and of those from normal and technical schools, from 184 to 205. If this change is anything more than a chance happening, it seems to indicate that undergraduates of other colleges are coming to us to complete their course of study. It should be noted, however, that students who enter on a partial college course generally elect a major subject in a technical department or in elementary or kindergarten teaching. In effect, therefore, the transfer to Teachers College is a change in aim as well as in subjects of study. The number of students entering with secondary education only is steadily diminishing, a conclusive evidence of advancing standards in all College departments. Of the 116 colleges and universities from which we receive students (excluding Columbia and Barnard) the College of the City of New York sends the largest number, 19; next in order come Vassar 11, Chicago 10, Smith 9, Mt. Holyoke 8, Yale 8, Cornell 7, Harvard 7, Woman's College of Baltimore 6, New York 5, Cincinnati 5, Michigan 5, Wellesley 5, Syracuse 4, California 4, Adelphi 3, Boston 3, Bucknell 3, Franklin and Marshall 3, Stanford 3, New York Normal (degrees) 3, Ohio State 3, Trinity (N. C.) 3, Kansas 3, Minnesota 3, Missouri 3, Nashville 3, Tennessee 3, Wesleyan 3, twenty-two others 2 each, and the remainder 1 each.

The conditions under which the several departments have worked during the year have more nearly approached the normal than at any previous time. There has been no marked change in the registration of any department and no disturbing influence has made itself felt. The completion of the Thompson Building has brought great relief both to the School and the College. To quote from the report of the Principal of the Horace Mann Elementary

School: "The completion of the Thompson Memorial Building gives the School an unrivalled equipment for physical education. I doubt if any school in the country is doing as much for the physical welfare of its pupils." Be that as it may, it is certainly true that the Thompson Building is a boon to our work that makes all we do of greater value. During the current vacation Mrs. Thompson is making extensive changes in the corridors and vestibule preparatory to installing a portrait medallion of Mr. Thompson by Augustus St. Gaudens.

The death of Miss Mary D. Runyan in Venice, June 15th, was a severe loss to the College. Since 1897 she has been Faculty director of the Kindergarten Department and has Changes worked assiduously for its advancement. Her teaching ability is attested by the high regard in which she is held by her students and her gracious personality is a memory dear to all who knew her.

Professors Wood and McMurry have been absent on leave during the year, and Professors Dodge, Dutton, and Rouillion have been away during the whole or part of the second semester. Professor Abbott has resigned to accept a professorship in Smith College. His loss will be severely felt in our English Department, and it is the earnest wish of his colleagues here that his success in his new work may be as marked as that attained in Teachers College.

The most important legislation of the year is the revision of the program leading to the Bachelor's diploma and the Faculty degree of Bachelor of Science. Hitherto the Col-Legislation lege has offered what appeared to be several distinct and separate curriculums. Whatever justification there may have once been for such a division, the distinction disappeared when the same standard of admission and graduation was applied to all. Hence the new regulations prescribe certain courses for all—General and Educational Psychology and the History and Principles of Education—and leave to the student the selection of a major subject and certain elective courses in connection therewith. The effect is to impress students with the unity pervading our professional work and at the same time to give them even

greater freedom in specializing in some one department. An obvious advantage of the new plan is that instead of curriculums determined by chance departmental conditions in Teachers College, we now offer a unified curriculum in which the student pursues that specialty which he expects to teach. In the list of possible major subjects are: Teaching and Supervision of Nature Study, Supervision of Primary Grades, and Supervision of Kindergarten, all of them obviously important but without recognition in our former plan.

The course of training for Kindergarten supervisors has been worked out in co-operation with the Kindergarten Council, representing the Kindergarten Associations and the Froebel League of New York City. We have also had the advice of Miss Susan E. Blow, Miss Patty S. Hill, Dr. Jenny B. Merrill, Miss Laura Fisher, and other recognized authorities in Kindergarten education. Next year for the first time the following courses will be offered to kindergartners who have had successful experience in teaching and who give promise of becoming able supervisors or training teachers: the Educational Theories of Herbart and Froebel, by Professor MacVannel; Kindergarten Principles and Practice, by Miss Blow and Miss Fisher; Kindergarten Conference, by Miss Hill and special lecturers; Design in the Kindergarten, by Professor Dow and Miss Cornell; and Games and Songs, by Miss Crawford. All these courses will be open also to qualified students who elect Primary Supervision as a major subject. Professor McMurry will also offer a new course in Criticism and Supervision of Instruction, specially designed for experienced teachers who are fitting themselves for critic work in normal schools or for the supervision of primary schools.

The Faculty has also acted affirmatively upon the recommendation made in my report a year ago that the regular diplomas of Teachers College should be granted only to those who take degrees at the same time. The requirements for admission to the revised professional curriculum are the satisfactory completion of (a) an approved curriculum in a secondary school, and (b) an ap-

proved curriculum of at least two years in length in a college, scientific school, normal school, training school, or technical school. The minimum requirements of the latter curriculum are a two-year course in the modern languages, in the English language and literature, in mathematics and the natural sciences, and a one-year course in history. Each applicant for admission must also show that he is qualified to pursue the major subject selected. Graduates of the professional curriculum, therefore, are at least four years removed from the high school. A standard so high, however, would tend to exclude many students who should be encouraged to pursue certain of our courses. Accordingly, applicants who **Special** cannot meet the full academic requirements for **Diploma** admission to the professional curriculum leading to the Bachelor's diploma and degree, but who show ability to carry on the work prescribed for certain major subjects under this curriculum, may be admitted as candidates for a special diploma. On the completion of two years' residence work, to include the fundamental educational subjects and all the courses prescribed for the major subject selected, a special diploma, indicating the field of study in which the candidate has proved efficient, will be awarded. This diploma has been established for specially qualified persons who wish to prepare for Teaching or Supervision in the Kindergarten or Primary Grades, or in Domestic Art, Fine Arts, Manual Training, Music, Nature Study, or Physical Education.

The extreme degree of specialization which is encouraged by our revised program is highly advantageous to those who have already tested their qualifications for special work by experience in teaching. It may fairly be questioned whether the plan is equally desirable for beginners. Special teachers are needed in the service, but their usefulness is **Dangers of** largely dependent upon their familiarity with school **Specializa-** work in other departments than their own. In-  
**tion** indeed, the service of a special teacher may be a detriment, instead of an advantage, when aims and methods are presented at variance with those that obtain elsewhere. In our program the effort is made, through the courses in educational psychology and the history and principles of

education, to unify the work of all departments. The fact remains, however, that students, especially those without experience in teaching, easily come to overestimate the value of their major subject. This danger is emphasized in the secondary school subjects when specialization is forced both in the demand for teachers and by the system of academic training in the colleges. Young college graduates come to us as pseudo-specialists in some one of the collegiate studies and are altogether too ready to continue that form of specialization in their professional training. We have made it possible for them to do so because in our experience it rarely happens that a student has sufficient command even of one subject to teach it properly in a secondary school. The blame is not easily placed. In one sense it may be imputed both to the student and to the modern college course, but from another standpoint neither the college nor the student is at fault. Some day we shall cease to regard the college course as professional training for teachers, and then we shall cease to blame college graduates for not knowing the subjects they intend to teach. The fact is that what is taught in the average college course is not suited to secondary school needs. Perhaps if it were entirely suited to such a purpose it would not be a proper college course. The college course is an essential prerequisite to the professional training of teachers for secondary schools, but we should not lose sight of the fact that the cultural discipline of the college course is no substitute for the technical equipment in the particular subject, which every teacher must acquire either by experience in the class-room or by professional training. No professional school tries to equip its students with all they may need in professional life, but it should strive to systematize the body of knowledge employed in professional service in accordance with the highest professional ideals and the best scientific principles, to the end that the period of irresponsible practice may be reduced to a minimum. What is needed in each department that offers a major subject for teachers in secondary schools is at least one course which shall unify the student's knowledge of the subject acquired in preparatory school and college and assist him in supplementing and

organizing his materials in such a way as to be of greatest service to him in his future professional work. Such work is now given in Latin and Mathematics and in modified form in certain other departments, but in my opinion such a course is needed in every department that has to deal with college graduates. It is the connecting link between the cultural discipline of the college and the technical training of the professional school.

I have said that specialization is encouraged both by the modern college course and by the secondary school. But the specialization demanded by the average secondary school is not of the extreme type made possible by our program. A few high schools, such as those in New York City and other large towns, do have positions for teachers of a single subject—sometimes, I regret to say, they have teachers for small parts of a subject—but it is fortunate that positions for such truncated teachers are not numerous, and still more fortunate that they are not open to beginners. The smaller schools in which beginners must find a place have need of teachers equipped in more than one subject. Such a condition, if teachers are capable, is highly desirable for the school, the pupils, and the teachers. For the school it tends to unify the curriculum; for the pupils it makes easy the organization and interrelation of what is learned; and for the teacher there is the growing consciousness of teaching pupils as well as subjects. Pedagogical reasons, therefore, in addition to the practical demands of the smaller schools, impel me to say that we should require at least two major subjects of every student who elects secondary teaching. There may be exceptions—particularly those who have had experience in teaching—but the rule should not be made to fit them. In Germany, where the secondary teachers are better trained than anywhere else in the world, four subjects are required of all candidates for certificates—two subjects so mastered as to meet the requirements of any class in the nine-year curriculum, and two other subjects in all classes except the three highest. Surely it is not asking too much that teachers in American schools be prepared to teach at least two subjects.

There has been hitherto an insuperable obstacle to the

introduction of such a reform as I have advanced above. The majority of our students in the courses for secondary teachers have come from Barnard College and the regulations of Barnard College have restricted students to a maximum of nine hours a week in any one department. Hence Barnard students have been excluded from all professional curriculums in Teachers College except those in secondary teaching requiring not more than six points in the senior year. The result has been that Barnard students have met upon their graduation the severe competition that exists in the field of secondary education and have not always been successful in securing the positions they have deserved. Had they been free to choose other major subjects or had the chance to fit themselves for a wider range in the high school, they could have secured better positions and had the satisfaction of giving better service.

The proposed new program of studies for Barnard College will, as I understand it, permit students to spend one entire year in Teachers College. If this plan is adopted, it will be our duty to make this year of the greatest possible value to the Barnard Seniors. The first step for us, as I see it, will be to provide suitable connecting courses in every department, and the next will be to require proficiency in at least two major subjects. Incidentally, great advantage would accrue to Barnard students from the privilege of spending uninterruptedly one year in professional study; they would come into our life as part of our household, not merely as visitors who are entertained for a time but whose family interests are elsewhere. We may anticipate, therefore, increased interest in a quarter that has not as yet evinced any marked professional spirit in case the proposed program goes into operation.

The reluctance of women who are college graduates to enter the departments of Kindergarten and Primary Education and of Domestic Art and Science is due, in part, I am convinced, to ignorance of what these departments have to offer. The notion is abroad that positions in these fields are already pre-empted by graduates of normal schools, and that the salaries paid are less remunerative than

in secondary schools. It is true that the best places are now held by normal school graduates and that the average salary is small,—smaller than in the secondary schools—but college graduates could easily outstrip all competitors if they would only fit themselves for the work. These places are the only ones in the entire field reserved exclusively to women, and only in these places does the woman have an equal chance with the man. Salaries rise in proportion with the ability of teachers to lead in educational work. And in no phase of educational work is there greater need of leadership than in these subjects. Of course the intending leader must make herself competent both from the academic and the professional standpoint. Perhaps the prime requisite is moral earnestness and a wholesome personality. But where else is one more likely to find these native gifts than among our college women? College women are, therefore, the logical candidates for those positions which are beginning to open in the public school systems and in the colleges and universities, particularly in the South and West. It is obvious, however, that the women's colleges of the East do not recognize the advantages they possess. They give little heed either to the arts or sciences underlying home-making, or to the professional opportunities open to their graduates other than in secondary schools, and yet there is not a college that I know of which does not actively interest itself in securing positions for those of its graduates who must be self-supporting.

Teachers College is beginning to attract college women to its courses in Kindergarten, Primary Teaching, and Domestic Science. In the two former we have made adequate provision for differentiating the instruction of those who have had college training from those who are not their academic equals, but in Domestic Science and Art there is need of further adjustment. This problem will be taken up during the ensuing year. In Domestic Science there is also need of developing advanced courses specially for the training of women for professorships in colleges and universities. Some of these courses are purely scientific and should be given by the University departments. The chemistry of foods and domestic economy, for example, are subjects for university

study and research. The technical work of selecting, preparing, and serving food is more professional in character and may be undertaken by Teachers College. I propose to enter upon an investigation of the proper conduct of this work, and with the promised co-operation of the Department of Agriculture in Washington and our University departments of Social Economy and Applied Chemistry I have hopes that a satisfactory solution may be found.

The Speyer School has been in operation long enough to show promise of the future. When the School was first organized the intention was to provide means of Speyer experimentation and practice in elementary teach- School ing. Gradually it was felt that the needs of the community in which the school was located required an extension of the day school to include classes for mothers, and recreation and instruction for boys and girls above the school age. The new building took cognizance of these needs and so far as our means permitted arrangements were made for enlarging the circle of influence beyond the day school. No funds were provided, however, for the extension work beyond two fellowships at \$500 each. At that time it was thought that the services of two paid assistants would be sufficient to supplement the work of the day school, particularly as volunteers could be had for the asking. Experience shows that we did not foresee the magnitude of the problem. In the first place, the annual appointment of persons for extension work provided for no continuity from year to year. It was soon discovered, moreover, that persons who would work for \$500 a year were dear at any price, or were beginners incapable of self-direction. As soon as a competent director was secured, he opened up so many lines of activity that two assistants and all the volunteers who could be found were soon unable to meet the demands. Volunteer service proved to be too irregular and irresponsible for serious work. Hence the year just past has been one of many disappointments as well as of successful accomplishments.

There has been an enrolment of 182 children in the day school. Great care has been taken of the children's health and physical well-being both in school and out. A physician

has been in daily attendance and through his efforts a higher sanitary standard has been set for the school community. A light luncheon, consisting of milk and crackers, has been served in the kindergarten and two lower primary classes in the mid-forenoon. The pupils have defrayed a large part of the expenses of these refreshments, but the Principal of the School believes that the practice should include all four primary classes even though the School should meet a deficit.

The Principal reports that "an increasing acquaintance with the school neighborhood, and a more thorough appreciation of the needs of the pupils, will necessitate changes in the present program of studies and a number of additions. In order that an actual, correct basis for the program may be established, a systematic scheme of visiting the home of every pupil in the School has been devised. These visits, made by the teachers, are resulting in an accumulation of important data concerning the home life of the children, their home training, the parents' education, occupations, and interests. These facts, recorded on blanks furnished for this purpose, it is hoped will prove of great value in determining at least some phases of the graded course of study.

"One of the most successful features of the school life during the past year has been a series of 'parties' given to the mothers by children of various grades, the main object being to foster a closer intimacy between the home and the school. Seven such gatherings have been held. In each case the regular work of the class-room, usually a complete afternoon session, was carried on. This was followed by the serving of light refreshments, which were usually prepared at least in part by the children. Generally a short conference of the grade teacher and the mothers followed. These gatherings have been a valuable adjunct to the regular monthly meetings of the Mothers' Club.

"It has been encouraging to note the co-operation of some of the parents in our experimental innovations concerning the assignment of home work. We have attempted to substitute an interest in current events, intelligent reading of suitable reading matter, and various lines of activity which would keep the children out of doors as much as possible, in place of the formal home study previously demanded."

The Director of Extension Work in the Speyer School reports that 18 clubs and two other social organizations and

19 classes have been conducted by his department. The clubs consisted of one for fathers of children in the day school, devoted to social meetings, gymnastics, and talks on civic questions; five clubs for the older boys of the neighborhood, five for the younger boys, one for the mothers, five for the older girls of the neighborhood, two for girls from 12 to 15 years of age, one kitchen garden, one play-room for young children during the hours from 3 to 5 P.M. or until their mothers return from work, and a school savings bank. In all the club work the effort has been made to join with social pleasures as much serious study and physical culture as possible. Two dancing classes have received regular instruction. The other classes were as follows: three for boys in manual training, two for girls in cooking, one for girls in sewing, three for girls and two for boys in literature, one for boys in writing and composition in connection with the school paper—*The Speyer News*, one for boys in commercial arithmetic, and a group of classes in gymnastics and athletics. Numerous lectures and social entertainments have also been given during the year. The building has been open and used from 8.30 in the morning until 10 o'clock at night every day in the year, except Sunday, for which a special program is provided.

Serious problems confront us in the administration of the Speyer School. The pressure from the community is persistent for the use of the building as a social *The Goal of settlement*. The gymnasium, baths, library, and *Extension Work* reading-room suggest the possibility of social work. There is no other place in the neighborhood, except concert halls and saloons, where young people can meet socially. Under the circumstances it is not surprising that the officers have given to social clubs what may appear to be an undue emphasis, particularly when it is considered that the building was not designed for any such development. As matters now stand it is imperative that we give less attention to this phase of the work, not because it is not highly important, but solely because we have insufficient room in our small building for so large an undertaking. Next year we shall reach the most critical stage in our growth; we shall then graduate our

first class from the day school. What shall we do for those boys and girls, and their friends of the same age, during the ensuing five or six years until the boys are settled in remunerative employment and the girls have homes of their own? No question in the entire round of public education is of such serious import as this. We spend infinite pains in bringing boys and girls up to the end of an elementary school course at 13 or 14 years of age, and then turn them out to shift for themselves as best they may in learning a trade or finding out how to conduct a home in a wholesome and economic fashion.

It is obvious, at least so it seems to me, that effort spent in the social betterment of adults and in fostering patriotic pride is hardly to be compared in respect to efficiency with substantial education of the apprentice boy along the lines of his daily work, and of the young woman who is trying to build up a respectable home and assist her husband in properly spending his earnings. It is not difficult to believe that boys and girls who have been roused to high ambitions in their school course should conceive a hostile, not to say anarchistic, attitude towards a society that does not permit them to secure competent instruction for their occupation as men and women. The surest safe-guard of our social and civic privileges is, in my opinion, an adequate training of our school children during the years immediately following the public school course. The person who can do something thoroughly well is sure to take pride in his work and has the ability to earn a livelihood from it—the two indispensable foundations for safe and conservative citizenship.

My recommendation, therefore, is that we should strive to develop the extension department of the Speyer School in such a way as to contribute most to the solution of this great problem. It means the introduction of evening industrial and trade classes for boys and girls who must spend their working days in self-support; it means shops and laboratories and studios; it means paid instructors and competent supervisors; in a word, it means a larger building and a heavy increase in our current expenses. But it also means a work for social betterment and civic righteousness that

surely will appeal to some public spirited citizen of New York.

The Bryson Library reports the accession of 2925 bound volumes, of which 809 were by gift. The total number of bound volumes in the library, exclusive of about 12,000 loaned by the University Library, is 28,300; the pamphlets number about 6000. Exhibitors at the St. Louis Exposition presented us with many valuable books; some 300 were given by the English and German departments alone. Valuable additions to our list of state and municipal reports have been made, and, through the kindness of Professor Smith, his collection on the history of mathematics has been made available for student use. The library has been used as never before and it is quite apparent that our accommodations will soon be entirely inadequate.

The publications by the College during the year have been widely circulated and favorably received. Professor Mac-Vannel's contribution to the Philosophy of Education in the September *Record* has brought the request from the Society of College Teachers of Education that he elaborate it for the guidance of instructors in other colleges. Professor Thorndike's outline of Educational Psychology in the January number of the *Record* has been substantially accepted by the Department of Education of the State of New York for their forthcoming syllabus of courses for college graduates. One number of the *Record* was devoted to Kindergarten Education and another to School Hygiene. In the May number we presented a study by Dr. Strayer on School Finance, which has attracted wide attention among school men; this study and two others that will follow during the ensuing year mark the beginning of research in a field hitherto neglected.

It is becoming more apparent with each succeeding year that the specific work of Teachers College is to fit men and women for the strategic places in the educational service, positions calling for initiative and the ability to lead—such positions as those in University departments of Education, in normal schools, in technical institutions, and in public school systems as su-

perintendents, principals, supervisors, and special teachers. Except in secondary education, few of our students are without experience in teaching, and the number of college and normal school graduates is constantly increasing. Judged from the requests for our graduates, Teachers College enjoys an enviable reputation in the country at large. We have now some sixty representatives in the colleges and universities alone, and the coming year adds forty more. Recent appointments of Teachers College graduates (or reappointments after leave of absence) are as follows:

Leland Stanford Junior University two professors,  
University of Wisconsin, one professor and one instructor;  
University of Virginia, two professors;  
University of Cincinnati, three professors;  
University of Missouri, one professor and one instructor;  
University of Washington, one professor;  
University of Minnesota, one instructor;  
Louisiana State University, one professor;  
University of Texas, one instructor;  
University of Tennessee, one professor;  
College of William and Mary, two professors;  
Forsyth College, Georgia, one professor;  
Rutgers College, one professor;  
Wellesley College, one instructor;  
Ohio State University, one instructor;  
Syrian Protestant College, Beirut, one instructor;  
Vellore College, India, president.

Our record of appointments to normal schools and technical institutions is equally satisfactory. Two of our students, native Chinese, will enter teachers' training schools in China, one of them having been sent to us by the Chinese government; next year we shall have one Chinese and two Japanese coming to us for the same purpose.

The Secretary of the Appointment Committee reports that during the year ending September 1, 1905, direct requests have been received for 1261 teachers, as against 1010 during the previous year. The number of positions to which our students have been appointed, or to which they have returned after leave of absence, is 347, distributed as follows:

Colleges and Universities.....	48
Normal Schools .....	15
Superintendents of Schools.....	4
Supervisors and Special Teachers.....	107
Secondary Schools.....	135
Elementary Schools.....	49
Kindergartens.. ..	18
Hospital Work.....	9
Other positions.....	20
	405
Less names counted twice.....	58
Total .....	347

The current expenses of the year amounted to \$360,375.42, of which \$340,036.63 were paid from general funds, \$14,781.99 from income of trust funds, and \$5556.80 from receipts for designated purposes. The total receipts, not including gifts for permanent investment and the payment of the College debt, were \$357,546.02, of which \$283,155.98 were from earnings, \$55,520.00 from gifts for general purposes, \$3134.98 from gifts for designated purposes, and \$15,735.06 from income of special funds. Interest amounting to \$2421.88 was paid from gifts to the College debt fund. A deficit of \$360.65 and a reserve of \$2423.50 for uncollected revenue were charged to the surplus account, leaving a balance surplus as on June 30, 1905, of \$5048.42.

Current expenses payable from the general fund have increased \$15,082.80 over the previous year; in the meantime the increase in earnings applicable to the general fund has been \$17,544.90. This showing is more favorable than could have been expected, and is due entirely to increased income from the fees of College students. As I have repeatedly pointed out, such a result cannot be anticipated in future years. We are nearing the maximum enrolment of College students under our present conditions, and during several years to come the annual increase in current expenses will amount to \$12,000 or \$15,000. The time will soon come, therefore, when our earnings will form a constantly decreasing proportion of our expenses. In retrospect, however, there is cause for satisfaction; since 1897 our annual current ex-

penses have increased \$217,613.55, of which \$216,691.30 have been met by increased earnings.

The greatest achievement of the year's business administration is the liquidation of the entire indebtedness of the College, amounting with interest to \$230,921.88. The heartfelt thanks of every friend of the College is due the donors for lifting from the institution its greatest burden, and thus securing from Mr. John D. Rockefeller the first instalment of his pledge, \$250,000.00 for a general endowment fund. There remains the task of getting \$250,000.00 for general endowment before January 1, 1907, to secure an equal sum promised by Mr. Rockefeller. The obligation thus imposed is most severe, but the history of the College shows that friends arise when the need is greatest. No need is more urgent than the increase of our endowment funds. The College has passed the experimental stage, but it cannot build securely for the future without a foundation assured by permanent funds.

Respectfully submitted,

JAMES E. RUSSELL,

*Dean of Teachers College.*

## COLLEGE OF PHARMACY

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### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit below the first annual report of the College of Pharmacy of the City of New York as a department of Columbia University.

As set forth in the table published in the report of the Registrar, the total number of students in attendance during the past year was 454, a much larger number than in any previous year. Several causes are apparent for this great increase. The most important is a State law which became operative on January 1st last, requiring all students at schools of pharmacy in this State to have successfully attended, one year, a high school recognized by the State Education Department, or to have otherwise attained a corresponding educational status. Many students who were not able to meet this requirement hastened to attend this and other schools of pharmacy before this law should become effective. This influence did not conduce to good scholarship, but, by virtue of hard work, the Faculty managed to bring the first-year class through its final examinations with about the usual results. On the other hand, many students who were attracted to the College through its increased prestige resulting from its union with the University represented a superior grade of scholarship. The general advertising of the College as a result of its

changed relations favored an increased attendance. Finally, a well-founded rumor that there would be an early increase in the tuition fees led a number of prospective students to hasten their attendance.

During the year, the problems dependent upon the relations between the College and the University have been pretty well worked out. It was apparent that graduates of the College, in order to secure the recognition of the University, must conform to the entrance requirement of high-school graduation, must attend during the full academic year, as opposed to our College year ending in April, and must pay the minimum tuition fee of the University, namely, \$150, as opposed to our College fee of \$100. At the beginning of the year it was not intended that these changes should be inaugurated before the session of 1905-06, but it soon appeared that a number of students earnestly desired University recognition, and were prepared to meet its requirements. It was therefore agreed that such students should be organized into "University Classes," first- and second-year respectively, and should pursue a supplementary course after the close of the College course, extending to the close of the academic year. By the time that it became possible to make this announcement, the last "Regents' Examination" previous to commencement had been held, and a number of students who still needed a part of the required counts were allowed to join the class with the understanding that they might postpone their final examination and graduation until next year, after all their entrance requirements were made up. By special vote of the Council, our College was allowed to charge only \$125 to the University students thus taken from the present classes. Our first-year University class numbered 15 members, and our second-year 6. One of our best qualified second-year men was attacked by a dangerous illness on the day that he was to have joined this class, and was thus excluded.

The College has definitely adopted the policy of increasing the membership of the University classes as rapidly as possible, at the expense of the College classes, hoping that within a few years the latter may be eliminated altogether. It is

gratifying to be able to report that this policy has been received with growing favor by the profession of pharmacy in the State and country. It has distinctly elevated the popular idea of pharmaceutical education, and has strengthened the hands of those who, in other States, are striving for higher legal and professional standards. During the recent meeting of the New York State Pharmaceutical Association, the "Mid-State" members considered a proposition to recommend the repeal of the recent legislation favoring the better education of pharmacists, but the proposition was defeated in their own caucus by a vote of more than two-thirds.

The increase in the tuition fee for our College course to \$125, which will take place next year, reduces the difference between the latter and that for the University Increase in course, and removes one incentive to the selection Tuition Fee of the College course.

Another attraction has been added to the University course in the form of two prizes. The Gamma chapter of the Kappa Psi fraternity will hereafter award annually a gold *New Prizes* medal to that member of the second-year University class who exhibits the greatest general proficiency during the two-years' course. Mr. Max J. Breitenbach has established an annual prize of \$200, to be awarded to that member of the same class who exhibits the highest general proficiency during the second year.

Our graduate course is to remain open to graduates of the College course until the fall of 1907, when and after which it will be open only to our University graduates, or to others of equal rank.

Under the somewhat heterogeneous conditions which have prevailed, the order of the student-body has not been perfectly maintained. A very good class of scholarship has met with a distinctly poor class. The sight of preparation by others for a University standing to which they were themselves not eligible has excited in some students feelings of unrest. A happy result has, however, been attained, in that our first-year class has organized a law-and-order council, which not only tends to maintain order but to develop a spirit of true obedience.

At the final examinations, our Faculty were rather more strict than usual in weeding out the unfit, with the result that an unusually large number of candidates failed. A number of these will probably pass the supplementary examinations in September. The same policy led the Faculty to withhold the award of its graduate prize, no member of the graduate class being regarded as quite worthy to receive it.

It seems appropriate to include in this report some reference to the prospects for our future, as affected by the peculiar **Regulations** developments of the past year. That the conditions of the State determining our large class of 1904-05 must tend **Board** to give us a smaller class for 1905-06 is obvious, but other important factors are involved. For the first time in the history of the State of New York, candidates for pharmacy licenses must be graduates in pharmacy. This at once eliminates the disgracefully low competition of the apprentice system and of the fictitious schools of pharmacy; but that does not represent the whole of the improvement. Our State Board of Pharmacy has gone further, and has prescribed the kind of pharmacy school from which alone it will admit graduates to examination for pharmacy licenses. Such a school must conform to the following requirements:

1. It must possess apparatus and equipment to the value of at least \$5000.
2. It must employ at least three professors in regularly giving instruction.
3. It must conduct practical work in at least three laboratories, viz., Chemistry, Pharmacy, and Materia Medica.
4. It must refuse admittance as students to persons under seventeen years of age.
5. It must refuse its diploma to persons under twenty-one years of age, to those not presenting evidence of being of good moral character, and to those who have not had four years of experience in a pharmacy, of which the college course may count as two years.
6. Its course of instruction in any one year must comprise not less than 25 weeks of 15 hours each, and at least two months must intervene between the closing of one year and the beginning of the next.

Cheap and unfair competition can never be eliminated, but such important changes as those here recorded at least free our hands to an extent that was hopeless under recent conditions.

One of the most satisfactory changes of the year has been the placing of the library in trained and competent hands, and the providing of opportunities by which it can be used by the students. The extent to which they avail themselves of these opportunities is a strong influence in developing both their scholarship and their character. Library

Respectfully submitted,

HENRY H. RUSBY,

*Dean.*

## SUMMER SESSION

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### REPORT OF THE DIRECTOR

FOR THE SESSION OF 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

In presenting the report of the sixth Summer Session of Columbia University, it is of first importance to call attention to the action of the Trustees at their meeting of June 6, 1904, whereby the Statutes of the University were amended by the addition of Chapter XXII., reading in part as follows:

“Section 1. There shall be a Summer Session held during the period between Commencement day and the opening of the academic session in September.

“Section 2. The direction of the work of the Summer Session shall be assigned to an Administrative Board consisting of five officers of the University to be appointed by the Trustees for a term of three years upon the nomination of the President.”

The Trustees by these amendments have formally recognized the Summer Session as a term of the university year, whereas its existence has hitherto depended upon a special resolution which gave authority to the President “to make provision for a Summer Session in 1901 and thereafter until otherwise ordered.” In other words, the Summer Session does not now require special action by the Trustees, for its existence is part of the academic life of the University. This identification with the life

of the University was still further shown and emphasized by the insertion of the appropriation for the Session of 1905 in the Budget adopted by the Trustees March 6, 1905, inasmuch as the amendments quoted above took effect July 1, 1904.

In accordance with the terms of Section 2, as given above, the President appointed the following officers of the University to serve with himself as members of the Administrative Board:

Dean James Earl Russell of Teachers College,  
Professor James C. Egbert,  
Mr. Frederick Paul Keppel, Secretary of the University,  
Professor Rudolf Tombo, Jr., Registrar of the University.

Professor Egbert was appointed Director of the Summer Session.

Because of the new relationship which the Summer Session bore to the University, it became the duty of the Administrative Board to so plan the courses offered in the Summer Session as to take advantage of all that such relationship implied. With the purpose, therefore, of enabling a properly qualified student of the Summer Session to regard his courses as part of his work for a degree or diploma, arrangements were made whereby such a student might matriculate during the first week of the Session in any one of the schools of the University. Students registered in the Summer Session were thus allowed to become matriculated students of the University. So as to justify this action, care was also taken to provide courses parallel with those of the academic year, and to legitimatize these courses by obtaining the approval and recognition of the various Faculties. The plan of study set forth in the Announcement of the Summer Session was, therefore, determined by these considerations.

As in former years, the staff of instructors consisted in the main of those who were giving service in the University during the year. Acting according to the terms of *Teaching Staff* Section 3, Chapter XXII., of the amended Statutes, the President appointed the following instructors:

Mr. Cheshire Lowton Boone, Director of Drawing and

Industrial Art in Primary Grades, Montclair, N. J.; Dr. Henry David Gray of the University of Texas; Professor Herman Horrell Horne of Dartmouth College; Mr. Laurin Hovey Martin; Professor William Albert Nitze of Amherst College; Professor Walter Bowers Pillsbury of the University of Michigan; Professor Henry Dike Sleeper of Smith College; Mr. Edward Lawrence Stevens, Associate City Superintendent of Schools in New York City; Professor Chauncey Wetmore Wells of the University of California; Dr. George Kriehn. Thus out of a total of 59 instructors, 9 were called to the University specifically for Summer Session work.

The teaching staff of the Session of 1904 numbered 61 instructors and 18 assistants; that of 1905, 59 instructors and 18 assistants. The number of courses offered in 1904 was 114; in 1905, 122. It is noticeable that the number of instructors in 1905 was less by two than in the preceding year, although eight additional courses were offered. This discrepancy is to some extent only apparent. It is due either to the division of courses, as in the History of Education, or to the substitution of one instructor serving six weeks for two serving three weeks each. Additional courses were offered in Chemistry (1), Courses Education (3), German (1), Manual Training (1), Offered Music (1), Physical Education (2), Physics (1), Physiology (1). Courses were offered for the first time in Greek (3), attended by 10 students; in Sociology (2), 33 students.

Of the courses given in 1904, the following were not given in 1905:

Anthropology (2), English-Elocution (2), Chaucer (1), General Geography (1), German—Middle High German (1), Mathematics—Transition to algebra and geometry, Projective geometry (2), Music—The study of songs and games (1), Romance Languages—History of French literature in the 17th century, Spanish elementary course (second half), General introduction to Spanish literature (3).

In Chemistry the new course, Proximate Organic and Sanitary Analysis, was attended by 9 students. In Economics, the course Economic History of England and America took the place of Practical Economics and Finance, and was

attended by 6 students. In Education, according to the new plan, the History and Principles of Education was given in three courses attended by 30, 50, and 57 respectively, and English in Secondary Schools in two courses, attended by 45 and 44 respectively. In English the new literature courses were the Development of English Fiction, 20 students; Spenser and Milton, 21 students; Prose Writers of the 18th Century, 20 students. In Geology, Petrography was substituted for the second course in General Geology, and Economic Geology for Invertebrate Palæontology, attended by 7 and 5 students, respectively. In German, the Practical course, promised in 1904, was given and elected by 11 students, and the new course in Modern German Dramatists was attended by 17 students. In History, two courses on the History of Greece and Rome took the place of Mediæval History and were elected by 15 and 18 students respectively. In Latin, Juvenal was substituted for Martial, and attended by 14 students; and Vergil's *Aeneid* for Plautus and Terence, elected by 14 students. In Manual Training, School Pottery was given for the first time, and was attended by 14 students. In Mathematics, the new course, intended for advanced students, was Theory of Functions of a Complex Variable. There were 10 students in attendance. In Music, two new courses on the Theory of Music and Harmony, and Elements of Composition were elected by 14 and 4 students, respectively. In Philosophy, a course entitled Logic and Metaphysics took the place of Ethics, and was elected by 8 students.

This summary is instructive as indicating how far the needs of the students were met by the new courses. The excellent attendance on the new graduate courses is an evidence of the demand for opportunity to pursue more advanced work in the Summer Session. The total number attending the five courses open only to graduate students was 54. It is a significant fact that those departments in which the most liberal offer was made to graduate students show the greatest increase in attendance. These are as follows:

Chemistry .....	153	students—gain of	34
Education.....	474	" " "	105
German.....	201	" " "	49

The enrolment in Education in 1903 was 702; in 1904, 369. The above figures indicate that some progress has been made toward a return to earlier and more satisfactory numbers. Nevertheless, this increase does not tend to disprove the theory advanced in the report of 1904, that the students of the Summer Session are not now in search of credentials to satisfy demanding Boards of Education. The increase in Education is about commensurate with the growth of the Summer Session, and may be attributed to the attendance of teachers brought to New York by the National Educational Association.

The number of students enrolled in the Summer Session of 1905 was 976, a gain of 62 as compared with the registration ~~Registration~~ of 1904, and a gain of 559 over that of 1900. It will naturally excite surprise that the presence of so many teachers in the immediate vicinity of New York did not cause a greater increase in numbers in the Summer Session. It should be remembered, however, that Summer Schools were opened for the first time at New Haven and at Philadelphia and that the University Extension which offers similar advantages to a like class of students has been greatly developed during the past year. After careful consideration of the enrolment of the present summer and the circumstances affecting the same, it appears reasonable not to expect an increase in numbers in the coming Summer Session.

For the Session of 1905 the Administrative Board modified its rule restricting students to three courses, so as to read, "Students at the Summer Session are limited to courses aggregating three points." This has proved to be a much more satisfactory method of estimating and restricting the amount of work which students should undertake in the summer. Much difficulty and irritation, however, have been caused by the assignment of one-half credit values to certain courses, and I would suggest that such fractional credits be abolished.

The average number of courses taken was 2.48 as compared with 2.46 of last year; 2.46 in 1903; 2.42 in 1902; 2.41 in 1901, and 2.6 in 1900.

The following table indicates the number of students taking one or more courses:

		1904	1905
Students taking 1 course .....		104	100
" " 2 courses .....		316	355
" " 3 " .....		464	1392
" " 4 " .....		30	45
		<hr/> 914	<hr/> 976
		2248	2418

In determining the aggregate of three points, Physical Education sx and sy were not considered, and the fourth course in every case was one of those falling outside of the restriction.

It is interesting to note that even with the readjustment consequent upon the estimate by credits rather than by courses, very little change is shown in the distribution of students in one, two, or three courses.

It is very gratifying for me to record the success which has attended the efforts of Benjamin R. Andrews, A.M., Supervisor of the Educational Museum in Teachers College, who has planned and directed the excursions to historical sites and to the Museums of New York. Beginning with an introductory lecture entitled "New York and the visiting teacher," delivered in part on the dome of the Library Building, Mr. Andrews has conducted with great interest and enthusiasm excursions to the following places:

	Number of Students
July 12 Circumnavigating New York by "Seeing New York Yacht" .....	60
15 West Point, N. Y. ....	141
21 Metropolitan Museum of Art.....	120
22 Tarrytown and Sleepy Hollow. ....	198
26 American Museum of Natural History .....	35
29 U. S. Immigrant Station, Ellis Island.....	225
University Settlement and Educational Alliance. ....	160
Aug. 2 Bronx Park.....	65
5 City Children's Institutions on Randall's Island..	77
9 Colonial Museum, Van Cortlandt Park.....	30
12 Seabright, N. J.....	20

The Summer Session students have also appreciated very highly the receptions given to the officers and students.

These were under the care of Dr. Meylan, of the Department of Physical Education, and were held in the University Gymnasium on Friday evening, July 14th, and Thursday evening, August 10th.

In view of the usefulness of these excursions and receptions, as providing a most suitable form of recreation, it would be well to consider the question of giving evening concerts in the grove twice in the week.

Unusual interest also was shown in the lectures of a more Public popular character, open alike to the Summer Session Lectures students and the public. The list is given on page 53.

In planning for the coming year, it will be necessary to follow the same conservative course recommended for the New present session. Judging from the requests of Courses students, I would suggest increasing the work in Recommended Domestic Art so as to include courses in Cooking and Sewing. I would recommend courses in Free-hand Drawing and additional courses in History—either Mediæval or English History. The scheme of instruction in Latin is incomplete, and calls for courses corresponding to those of the Freshman and Sophomore year in the academic curriculum.

As it is expected that St. Paul's Chapel will be in readiness before next summer, religious services should be arranged. The lack of these services at the University in the summer has already been seriously felt.

A most serious question, as to which a definite policy should be established before the publication of another Summer Session Announcement, is that of graduate work. There are two phases of this question which must be considered at the same time: first, that which relates to hours of attendance or residence; second, that of attainment and consequent qualification for the degree. Estimated by hours, the residence of a Summer Session student present two hours a day is the same as if he attended two hours a week during the academic year; and attendance at four Summer Sessions gives a residence equivalent to that of a student present eight hours a week throughout the year. On the side of

residence then, the student earns his degree by attendance at four Summer Sessions. In the matter of attainment and qualification, I find that there are two different views. Some instructors believe that work done day after day is especially valuable by reason of the intensive, cumulative force. Others find that their students in a term of six weeks lack sufficient time for careful reading and for proper consideration of questions presented. These views are not antagonistic and both are undoubtedly correct as held by these various instructors, when considering their own subjects. In Physics, where theory should at once be illustrated in the laboratory, and where each day's work is built immediately upon that of the preceding, the study of thirty consecutive days is more profitable than when scattered over a term in two hours a week. On the other hand, in Sociology or in English Literature there is abundance of justification for the other theory, although it is possible to require additional reading and study after the close of the Summer Session.

In the Summer Session of 1905, 29 courses leading to the degree of A.M. were offered as against 19 in 1904. These were very unevenly divided: 4 were offered in Chemistry and German, 3 in Education and Latin, 2 in English, Physical Education, Physics, and Sociology, 1 in Geology, Greek, Mathematics, Philosophy, Psychology, and Physiology. When as in Geology, Greek, and Physiology, the course called for only one hour a day, it was of no avail for the A.M. degree, as the regulations of the University Council demand that a course of this grade shall consist of "two hours a day during the Session."

By an interpretation, authorized by the President, of the regulation of the University Council, candidates for the A.M. degree have been informed that an attendance at four Summer Sessions would fulfil the requirements for residence. Nevertheless, such a rule—fully justified because of the actual hours of attendance and the work accomplished—is virtually nullified by other regulations which allow a student to take only one two-hour course during a Session and by the failure of departments to offer courses which will enable

students to comply with the demands of the University Council.

I would, therefore, respectfully suggest:

1. That the expression "requirements for residence" be carefully defined, and that four Summer Sessions, or two Summer Sessions and an academic half-year, be accepted as fulfilling such requirements for residence for the A.M. degree.
2. That the various departments be requested to arrange courses counting for the A.M. degree which will enable the student to secure his degree by attendance at four Summer Sessions. In other words, so that fulfilment of requirements for residence may be co-ordinate with the completion of the work demanded by the departments concerned.
3. That in addition to the courses of two hours to which candidates for the A.M. degree are now restricted, a one-hour course be offered which, aside from the requirement for residence, may be employed by a department at its discretion in supplementing the work of the student during his residence of four Summer Sessions

The Summer Courses in Medicine offered at the College of Physicians and Surgeons and designed for practising physicians and students of medicine and surgery, opened on Friday, June 2d, and continued up to Monday, August 28th. The several courses varied in length from three to six weeks. The subjects offered were: Applied Therapeutics, Dermatology, Diagnosis and Treatment of Pulmonary Tuberculosis, Genito-Urinary Diseases, Gynecology, Laryngology, Medical Diagnosis and Treatment, Neurology, Obstetrics, Ophthalmology, Orthopedic Surgery, Otology, Physical Diagnosis, Surgery, Technique of Microscopic Pathology.

The course in Pediatrics, which was given in the summer of 1903 and 1904 was omitted for this year. Three courses, Orthopedic Surgery, Applied Therapeutics, and Microscopic Pathology, were offered for the first time.

Notwithstanding this very elaborate and attractive program, only four courses of those offered were elected, as against 10 in 1904 and 6 in 1903.

The following table shows the instructors whose courses were elected and the number of students\*:

	Graduates	Medical Students	Total
EDMUND LEROY DOW, M.D., Physical Diagnosis..	0	20	20
RICHARD FROTHINGHAM, M.D., Laryngology.....	2	0	2
GEORGE HOPE RYDER, M.D., Obstetrics.....	6	13	19
FRANCIS CARTER WOOD, M.D., Technique of Microscopic Pathology..	1	0	1

The report of the Summer Courses in Medicine shows that only a beginning has been made in that part of the field. It is evident that certain subjects—Physical Diagnosis and Obstetrics—are especially called for; and judging from the report of last summer we might add Surgery. Inasmuch as the demand apparently runs along these lines, it would seem advisable to offer unusual advantages in these subjects, and make them especially attractive to advanced students. It seems certain that courses in medicine, properly arranged and vigorously carried out, will meet with a hearty reception from those who long for opportunity for study under the master minds in this great field of scientific investigation.

Respectfully submitted,

JAMES C. EGBERT,  
*Director.*

August 17, 1905.

\* One student paid one-half fee and did not attend.

## EXTENSION TEACHING

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### REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

The first report of Extension Teaching, being that for the academic year 1904-05, is herewith presented.

Following the authority and direction of the statute of the University, dated July 1, 1904, the Extension work carried on successfully for many years by Teachers College became organized as an integral part of the University's system, and its direction was assigned to an Administrative Board of five members, to consist, during a three years' term of office, of Dean Russell and Professors Cohn, Baker, Lord, and the Director of Extension Teaching.

The field of University work allotted to Extension Teaching was defined by the statute as "instruction given by University officers and under the administrative control and supervision of the University, either away from the University buildings or at the University, for the benefit of students not able to attend the regular courses of instruction." The University seeks, therefore, through Extension Teaching, "to offer to men and women, especially to those engaged in teaching, who can give only a portion of their time to study, an opportunity to pursue some subjects included in a liberal education, and to make progress, if they so desire, toward a diploma in teaching or an academic degree." (Announcement of Extension Teaching, 1904-05, p. 15.)

To realize the purpose thus expressed a system of instruc-

tion has been devised which, on trial, has been found practical and effective. This system embraces courses of two kinds. Extension Teaching has offered, first, courses that have the subject-matter, continuity, and method of wholes or parts of corresponding regular courses in the Colleges. These courses have been given at the University at special hours—in the late afternoons, Saturday mornings, Tuesday and Thursday evenings. Many such courses have likewise been given in co-operation with local organizations in Manhattan, Brooklyn, and elsewhere. These courses being essentially college courses are credited by Teachers College towards the fulfilment of requirements for diplomas and degrees, and are hence called *Credit Courses*.

We have offered, likewise, short courses of lectures of larger scope and less intensive method, intended especially for public audiences and aiming to give outlook, direction, and stimulus, rather than class-room instruction. These are called *Lecture Courses*. They are given chiefly in local centres and are not credited towards diplomas or degrees.

The instructors in these courses are, with few exceptions, chosen from the officers of instruction of the University. As far as possible the credit courses have been given by the regular instructors of the Colleges, so that there may be an identity of method and standard for college courses and Extension courses.

As Extension Teaching is, as yet, without endowment and must be self-sustaining, our instructors receive as their remuneration only a certain percentage of the tuition fees in their particular courses. Consequently, most courses are announced as conditional upon stated requisite registration. This tends naturally to eliminate the courses with small registration, and to confine our work, in the main, to fundamental courses with large registration. The withdrawal of courses at the outset of the session (fourteen courses were so withdrawn) leads to uncertainty and delay in the arrangement of students' work. Next year we shall seek to mitigate this evil by placing as many courses as possible on a permanent basis by guaranteeing the instructor's fee, wherever an adequate registration is probable.

The interest and industry of our students, the majority of whom are teachers in active service, have received high commendation from the instructors. Their examination returns show a high average of attainment. Their cordial co-operation with the administration has taken practical shape by their forming an Extension Students' Organization, the chief object of which is stated to be "the extension of the influence of Columbia University."

The registration of students in the departments and courses for 1904-05 is as follows:

The most important part of our work is the courses offered at the University, for our students will, distance permitting, always prefer to get their instruction under academic conditions. And, as respects educational value, credit courses are naturally of chief importance.

Extension Teaching has maintained various courses, which are, with registrations stated, as follows: Anthropology—two courses, 24; Architecture, 39; Biology, 3; Domestic Art,—three courses, 49; Domestic Science, 9; Education, 69; English—five courses, 306; Fine Arts—three courses, 55; French —two courses, 26; German—six courses, 71; History—two courses, 30; Manual Training—two courses, 42; Mathematics, 10; Music—three courses, 42; Physics—two courses, 3. The total registrations in courses maintained by

Extension Teaching are..... 778

Of these registrations 99 are of matriculated students of Teachers College.

In addition to the courses maintained by Extension Teaching, Teachers College, which schedules certain courses at special hours, affords opportunity to qualified non-matriculated students for further instruction. Our students have in large numbers availed themselves of such courses, as the registrations show: Biblical Literature, 10; Biology, 16; Domestic Art, 17; Domestic Science, 18; Education, 87; English, 56; Fine Arts, 89; Geography, 23; German, 6; History, 23; Kindergarten, 21; Manual Training, 9; Mathematics, 7; Music, 6; Nature Study, 21; Physical Education, 6; Physical Science, 6; Psychology, 38.

Elsewhere in the University the registrations of our students were: Barnard College—French, 1; Economics, 4. Columbia University—Music, 2.

The total registrations of Extension students in regular courses of Columbia University, including Barnard College and Teachers College, were..... 466  
 The total registrations of our students in all credit courses offered at the University were, therefore.. 1244

To meet the special needs of groups of students, we have during the last year maintained brief courses not credited toward diploma or degree, as follows: the Domestic Science courses in foods and cookery—four sections, 65; Domestic Art, 14; Music—two courses, 71; Sunday-school methods, 8. The opening of the new Thompson Building of Teachers College has enabled us to offer unusual opportunities for physical education. Though the building was opened late, the registration in physical education courses was remarkably large. Two hundred and ninety persons took short courses in physical education, chiefly in gymnastics, swimming, boxing, fencing, and dancing.

The total registrations in non-credit courses at the University were..... 448  
 The total registrations in credit and non-credit courses at the University were, therefore..... 1792  
 The total number of persons registered in Extension Teaching at the University was..... 1184

The experiment of offering courses at the University at night, Teachers College being opened on the evenings of Tuesdays and Thursdays for this purpose, was not sufficiently successful to warrant us, lacking special funds for our work, in incurring further the heavy expense of maintenance involved. The delay in opening the subway and the insecurity of the streets told against these evening courses, and time is needed for them to become known. There is good ground for belief, however, that, if these night courses could be maintained by a special grant for a few years, a large new field of educational work would be opened up and render the courses eventually self-supporting.

The second important work of Extension Teaching is to facilitate the instruction of students living at a distance from the University. This is naturally a difficult work, as it involves local activity and co-operation, and a larger number of students, for the financial burden is heavier on them the farther the instructor has to go. In this work we have been greatly aided by the co-operation of the Board of Education of New York City, the Brooklyn Institute, associations of teachers, etc. We have offered instruction to two classes: (i.) those who desire college courses—a class made up chiefly of teachers; and (ii.) the more general bodies of auditors to whom the short and more varied lecture courses appeal.

The following courses of at least thirty hours' instruction have been given during the past year. In Manhattan—  
Credit through the co-operation of the Board of Education, English Literature in the Nineteenth Century (Sykes—312); Local (Sykes—312); through the co-operation of the New York City Teachers' Association, General Psychology (Thorndike—20); through the co-operation of the Collegiate Alumnae of the Normal College, Rhythms and Games (Hofer—18); in the Harlem Y. M. C. A., Supervision and Critic Work (McMurry—20). In Brooklyn—through the co-operation of the Brooklyn Institute—nine courses—Principles of Education (Monroe—54), Early Nineteenth Century Poetry (Baker—35), Theory and Practice of Teaching English in Elementary Schools (Baker—50), German, Elementary (Hervey—12), German, Intermediate (Hervey—13), German, Advanced (Hervey, 13), Development of Instrumental Music (Surette—19), Old Testament Literature (Hodge—16), Religious Education (Hodge—5). In Paterson—General Psychology (Thorndike—83). In New Rochelle—Kindergarten Music (Hofer—30).

The total registrations in these credit courses away  
from the University were.....

702

The largest numbers attending courses were found at the lecture courses. The term University Extension has been especially used to signify short courses of University lectures, outlined by syllabus and accompanied by conference, papers, class-work, and examination. In

this field the universities of Oxford, Cambridge, London, Chicago, Vienna, and the American Society for the Extension of University Teaching, have done effective work. We took the necessary steps to organize this phase of activity by arranging with our instructors for eighty-eight courses, chiefly of six lectures, dealing with special topics of science, special schools of literature and art, periods of history, etc. During 1904-05 thirty-four courses have been delivered, some of them showing distinctive features of interest.

The short courses offer effective means of interesting groups of teachers in special phases of their work, in which connection the following are noteworthy: The course in Psychology Applied to Education given to the teachers of Middletown, N. Y. (Thorndike—68); that in Rhythms and Games to the Kindergarten Association of New York City (Hofer—50), and to the Kindergarten teachers of Hackensack (Hofer—42); on Sunday-school Teaching to the Sunday-school teachers of Hartford, Conn. (Hodge—200); to the Settlement workers at the Hartley House—two courses—Songs and Games (Hofer—26), Hand-work (Cooley—20).

But our chief means of reaching the general public has so far been through the lecture systems of the Board of Education, New York City, and the Brooklyn Institute. In the Brooklyn Institute our instructors offered the following courses: The Problem of Monopoly (Clark—87), Persia (Jackson—141), Some Planets and Stars (Mitchell—60), Problems of Elementary Education (McMurry—80), Foods and Cookery (Day—87). Our chief activity lay, however, in the field of the lectures for the Board of Education, for which we gave twenty courses, chiefly six lectures each, as follows: Scientific courses, five courses—The Solar System, given twice (Mitchell—100, 207), The Life of Primitive Peoples (Farrand—350), Water and Water-courses (Abbott—100), Vegetation of the Earth (Lloyd—160). The demand for effective courses in history and sociology is shown by the record of eight courses—Expansion of the United States, given three times (Beard—158, 257, 779—in Cooper Union), Industrialism and Democracy, given twice (Beard—124, 229), Spanish America, given twice (Shepherd—93, 101), American

Government (Haworth—102). Courses in German literature were given—Representative German Writers, given twice (Tombo—250, 313). Music offers especial advantages for public lectures, four courses being given: Development of Classical Music (Mason—180) and Great Masters of Music (Mason—872, in Cooper Union), Folk Songs, given twice (Hofer—99, 145). A course on Foods and Cookery (Day—76) shows the beginning of what should be a developing work in public education in domestic science.

The total number of people attending these lecture courses was..... 5785

The average attendance at each lecture was 187.

This is a large number to be reached by our instructors, but the number will be greatly increased when on the one hand we are able through the co-operation of local bodies to establish more centres of University Extension, and when on the other hand we can avail ourselves of a larger number of instructors competent in the difficult art of public lecturing. University instructors should be encouraged to take part in these lecture courses, as they afford an unequalled opportunity for training in exposition and public speaking, and for service to the community.

The problem of the direction of the studies of students, many of whom meet their instructor only for an hour or two

Syllabi a week, is being met by our series of publications—

*Extension Syllabi*. These syllabi afford working bibliographies, detailed outlines of study, prescribed readings and papers. They are published (price ten cents) in two series: *Series A*, including syllabi of collegiate courses, the standard length being 32 pp.; and *Series B*, including syllabi of short lecture courses, the standard length being 16 pp. The syllabi are found valuable beyond their immediate purpose, and are now in use in public libraries, reading clubs, and other colleges. The following is the list of those published and in preparation (\*):

#### *Series A*

1. Shakspere. By Professor F. H. SYKES
2. Old Testament Literature. By Dr. R. M. HODGE.

3. American Literature—Bibliographies and Readings. By Mr. CLYDE FURST, M.A.
4. Architecture—Renaissance and Modern. By Professor A. D. F. HAMLIN
5. English Language and Grammar. By Dr. G. P. KRAPP
6. History of English Literature—Nineteenth Century. By Professor F. H. SYKES.
- \*7. American Literature—Outlines of Studies. By Mr. CLYDE FURST, M.A.
8. Theory and Practice of Teaching English in Elementary Schools. By Professor FRANKLIN T. BAKER
9. Development of Instrumental Music. By Mr. THOMAS WHITNEY SURETTE
10. Architecture—Ancient, Mediæval, and Oriental. By Professor A. D. F. HAMLIN
11. English Composition. By Professor HERBERT VAUGHAN ABBOTT
12. The Philosophy of Education. By Professor JOHN ANGUS MACVANNEL
- \*13. The Teaching of School Music. By Professor C. H. FARNSWORTH

*Series B*

1. The Solar System. By Dr. S. A. MITCHELL
2. The French Revolution. By Professor J. T. SHOTWELL
3. The Vegetation of the Earth. By Professor F. E. LLOYD
4. Climate and Mankind. By Professor R. E. DODGE
5. Metallurgy. By Professor BRADLEY STOUGHTON and Drs. M. N. BOLLES and WM. CAMPBELL
6. The Greatest American Writers. By Mr. CLYDE FURST, M.A.
7. The Cathedrals of the Middle Ages. By Professor A. D. F. HAMLIN
8. Fundamental Problems of Human Nature. By Professor E. L. THORNDIKE
- \*9. Shakspere. By Professor F. H. SYKES.
10. Representative German Authors. By Professor R. TOMBO, Jr.
- \*11. Organic Evolution. By Professor H. E. CRAMPTON
12. Spanish America. By Professor W. R. SHEPHERD
- \*13. Representative German Dramas. By Dr. W. A. BRAUN
14. The Expansion of the United States. By Dr. C. A. BEARD
- \*15. The Life of Primitive Peoples. By Dr. CLARK WISSLER
16. Industrialism and Democracy. By Dr. C. A. BEARD

Our plans for 1905-06 give promise of a large expansion in our work. The Announcement of Extension Teaching for 1905-06 offers fifty-nine credit courses and nine non-credit courses at the University. At this date twenty-four credit

courses are scheduled for local centres. Through the kind co-operation of the Trustees of the Mechanics' Institute, rooms in their building, most advantageously situated in West 44th Street, have been placed at the disposal of the University for Extension courses, and six courses are scheduled there for the coming year. The Board of Education will offer one course; the School of Pedagogy of the Brooklyn Institute will offer fourteen courses; the Brooklyn Teachers' Association will offer two courses; the teachers of Paterson, N. J., two courses. Arrangements have been made at this date for seventeen lecture-courses in local centres, chiefly through the Board of Education of New York City and the Brooklyn Institute.

**Conclusion** Taking the work of Extension Teaching as a whole—the flexibility of the system, the increasing response from the community, the ready participation of our instructors—we may feel that the University is doing something to fulfil its purpose of enabling men and women, and especially teachers, who are prevented by their occupations from attending the regular courses of instruction in the Colleges, "to get instruction in many branches of a liberal education, and to make progress, if they so desire, towards a college diploma or degree." To enrich the lives and work of thousands without detaching them from their homes and their callings is a worthy work for the University, while the devotion of these students laboring for a higher education under most difficult conditions deserves signal commendation.

FREDERICK HENRY SYKES,  
*Director.*

## THE GYMNASIUM

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### REPORT OF THE DIRECTOR

FOR THE YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

The work of the University Gymnasium has been conducted on the same general lines as during the previous year. By means of the auxiliary gymnasium equipped last summer to accommodate the students in the schools under the Faculty of Applied Science it has been possible to conduct the required courses much more satisfactorily than heretofore. The need of this room for the new University restaurant will make it necessary to give all the physical education courses in the main gymnasium during the next academic year. However, the new schedule of hours for the science sections, placing all the instruction before 2 o'clock, will make it possible to increase the efficiency of the instruction.

The *personnel* of the staff has remained the same, except for the addition of two assistants giving part time. The new arrangement of courses, by which all the second-year science students will be handled in one section, will necessitate the addition of several student assistants.

The change in the physical education courses required of freshmen and sophomores in Columbia College, allowing two points credit for each course, marks an epoch in the development of physical education in this University. The character of the instruction will not be changed, but there will be a more complete organization of the work, and six lectures on the principles of personal hygiene will be added to each course. The most important change in the administration will be in the method of

assigning marks for proficiency. A study of the methods used in colleges and other educational institutions for assigning marks in physical education revealed the fact that no scheme has yet been devised which is satisfactory. Where this work is required, the marks are usually based on regularity in attendance, faithful application to the work, and gymnastic skill. An adequate method of assigning marks must measure the degree of efficiency attained in those qualities which the work of the course aims to develop. The aims of our work in physical education may be stated briefly as follows: first, to develop a healthy, vigorous body; second, to acquire bodily control, or the ability to handle the body easily under all conditions; and third, a knowledge of the fundamental principles of personal hygiene. A series of tests of endurance and bodily control was given to the freshmen and first-year students at the beginning, and repeated at the end, of the academic year, for the purpose of determining the best method of measuring these qualities. Four tests were used: the running high jump, the short underswing, the bar vault, and a combination jump and pull-up; these exercises were intended to test the ability to control the body—while on the feet, when suspended by the hands, when supported by the hands and feet simultaneously—and endurance. The results obtained show, not only that these exercises test the qualities that we wish to develop, but also that the instruction in the course develops these qualities. Those students who were weak, undeveloped, and awkward made a very poor record, and the strong, well-developed young men possessing bodily control and endurance made the best records.

These results proved very helpful in devising a scheme for marking students in physical education next year. The mark Assignment will be made up of five factors, each having a maximum of 20 points, as follows: first, a written test on the elements of personal hygiene as given in the lectures; second, a mark for subjective control, tested by an examination in marching and free movements; third, a mark for objective control, tested by selected exercises on the apparatus, such as jumps, vaults, etc.; fourth, physical endurance, tested by a combination jump and pull-up repeated as

many times as possible; and fifth, an examination in swimming, including the breast stroke, side stroke, swimming on the back, and diving. The swimming test will be required in the freshman year, and replaced by an athletic test in the sophomore year.

The attendance at the gymnasium continues to increase. A large number of upper-class men, graduate students, and officers visit the gymnasium regularly and avail themselves of the instruction offered every afternoon. Attendance

Attendance

The special class for officers was continued three afternoons a week with an increased attendance.

A number of students have assisted in the work of the required classes by teaching squads on the apparatus, thus making it possible to bring the instruction nearer to the individual.

The use of the gymnasium for social functions will interfere seriously with the regular courses in physical education next year, unless some provision is made whereby Uses of the work of scrubbing the floor and replacing the Gymnasium apparatus may be completed before 9 A.M., as classes are scheduled for every morning at this hour.

The following statistics give an idea of the work of the University gymnasium during the past year: Statistics

#### STATISTICS—UNIVERSITY GYMNASIUM

1904-05

Number of students and officers who paid the Gymnasium fee..	1,704
Number of lockers in use.....	1,625
Total attendance in the department during the year.....	90,873

#### MONTHLY AND AVERAGE DAILY ATTENDANCE

Year	Month	Total	Average, daily
1904	July	2,348	130
	August	1,904	146
	September	563	113
	October	9,731	423
	November	10,827	474
	December	10,939	512
1905	January	9,588	449
	February	11,399	491
	March	12,745	472
	April	9,864	451
	May	8,281	315
	June	2,684	244

Average daily attendance during academic year.....	448		
Number of students in required classes (College 252, Science 218).....	470		
Number of sessions of required classes.....	332		
Number of sessions of optional classes.....	225		
Total attendance at required classes.....	11,572		
Total attendance at optional classes.....	3,084		
Number of physical examinations made.....	576		
Number of special strength tests made.....	67		
Number of athletic pass-cards issued.....	300		
First-class cards.....	171		
Second- "     " .....	87		
Third- "     " .....	40		
Number of conditional athletic pass-cards issued.....	5		
Number of athletic pass-cards refused.....	1		
Number of students in training for the various sports.....	661		
Distributed as follows:			
Rowing.....	130	Basketball.....	28
Football.....	111	Gymnastics.....	16
Track.....	91	Fencing.....	15
Baseball.....	60	Swimming.....	14
Hockey.....	42	Association Football....	13
Cane Spree.....	41	Tennis.....	11
Handball.....	37	Wrestling.....	9
Lacrosse.....	34	Golf.....	9

Respectfully submitted,

GEO. L. MEYLAN,  
*Director.*

## REPORT OF THE SECRETARY OF THE UNIVERSITY

*To the President of Columbia University  
in the City of New York,*

SIR:

Pursuant to your request, I have the honor to present herewith the report of the Secretary of the University for the year ending July 1, 1905.

The fifteen years of the life of the University since the establishment of this office have been years of constant change and development, and, through the close connection of the office with the work of the President, the office has reflected these changing conditions. Originally, its duty was apparently to do the work for which adequate provision was not made elsewhere. As soon as such provision was made, the work has gone from this office. As an example, at the time of the removal to Morningside, before the present development of the office of the Superintendent of Buildings and Grounds, our office attended to many details with regard to construction with which, in the present building activity, we have nothing to do. Similarly, before the development of a Registrar's office, the candidates for higher degrees were registered in this office, and many statistics were prepared here which are now in the hands of the Registrar. During the past few years, however, our work has tended to become more definite in character. The essential function of the administrative offices of the University is, I think, to free its teachers and investigators from work that is neither teaching nor investigation. There is of necessity much mechanical labor to be done, and wherever it is performed by men whose primary duties and interests are elsewhere, it is done at high cost, both direct and indirect.

I shall report separately upon each of the several divisions into which the work of this office naturally falls.

In the first place, as the office stands, so to speak, at the Information threshold of the University, one of its main functions, and not the least time-consuming, is to serve as a general reception room and bureau of information.

No record is made of the actual number of letters sent out from the office, but the books of the Bureau of Supplies show that, including the correspondence of the President but not including 16,500 printed circular letters and acknowledgment forms, 90,400 sheets of letter and carbon paper were used in 1904-05, an increase of about one-third over the number used five years ago. This increase is in spite of the fact that the telephone is coming more and more to take the place of letter-writing. During the year under review our telephone calls, incoming and outgoing, were approximately 16,000.

The office facilities are used not only for the work of the President and of the Secretary, but to furnish stenographic aid to Deans and other executive officers of Faculties. I regret that, particularly within the last year, it has not been possible for us, with our present staff, to furnish this aid promptly in every case. Whenever these officers establish a regular schedule for their stenographic service, it is much easier for us to respond to their calls. Possibly by the exercise of some ingenuity in devising additional printed or mimeographed form letters for answering the more usual questions, we may be able to lessen the pressure during the coming year.

It is our wish to relieve the officers of instruction in so far as possible from routine drudgery by being in a position to answer promptly on behalf of the University all letters where legislation or quasi-legislative interpretation of our regulations is not involved. We have endeavored to gather from each executive officer a series of precedents, either through copies of letters in reply to specific questions or by memoranda, furnished *ad hoc*, which will make it possible to reply to future questions of the same general trend without further consultation. The reputation of an institution throughout the country depends in very great measure upon the conduct of its correspondence, and the co-operation of these officers in

furnishing the material necessary for prompt replies is of the greatest importance. In the summer, when many of the officers are inaccessible, this, of course, is particularly true.

A rough analysis of the correspondence for the past year emphasizes the following tendencies which, it seems to me, may be worthy of your consideration:

(1) *Continued interest in the proposed School of Journalism.* There are a number of correspondents who are waiting apparently rather impatiently for definite information with regard to the founding of this school.

(2) *The importance of the work of our Committee on Employment for Students* in attracting worthy men and women, and, in general, the large proportion of students who need, through a scholarship or otherwise, to help out their income while in residence. There are probably few institutions in the country to which the epithet "Rich Man's College" is less applicable.

(3) *The fact that the relations between the theological seminaries and Columbia University are reacting favorably to the seminaries.* I have received several letters from men who are apparently deciding upon the seminary to which they will go very largely on the basis of the opportunities of university work offered in addition to the program of the seminary.

(4) *The continued interest in technological courses,* and the number of parents who feel that, even though their sons are not to practice as engineers, a technological course implies a standard of harder work and more rigid intellectual honesty than the undergraduate collegiate course, and is therefore more desirable as a training for life. It will be interesting to see how far the new program of studies in the College will offset this movement.

(5) *The slowly growing tendency of the alumni to turn to the University for information about matters of general educational interest—in particular about the requirements for the admission of students in whom they are interested.* I trust that this side of our correspondence may greatly increase in the future. It is to be hoped that the plan of sending a representative of the University to the various out-of-town

alumni associations will be continued each year. Such trips as those of Professor Kirchwey in 1904 and of Dr. Canfield in 1905 should do much to strengthen the tie between the University and the alumni.

(6) Finally, there seems to be growing up a feeling that some form of co-operation is desirable between the smaller outside colleges and the universities with their professional schools, which will permit a student to save a year in the combined collegiate and professional courses without giving up the chance of a Bachelor's degree from his original Alma Mater. Whether the solution is along the line of pre-professional studies in the colleges or through the crediting by the smaller college of a year's residence at the University toward its Bachelor's degree, I do not know; but our experience would, I think, indicate the desirability of the latter.

The printing and distribution of the University Catalogue, the President's Report, the various Bulletins of Information, **Printing and Distribution** and miscellaneous documents and reports is another important part of the work of the office. During 1904-05, we had oversight of the printing of 2042 octavo pages (not including minor circulars) and supervised the distribution of 164,250 copies of books and pamphlets. With respect to the printing of the catalogues of Barnard College, Teachers College, and the University Extension Bulletin, we were also responsible for securing uniformity.

With the increasing complexity of the University, the editorial problems involved in this printing are becoming increasingly difficult. If for no other reason than that it involves the saving of endless oral and written explanations, it is of the greatest importance that every decision of public interest should be recorded somewhere in type. Economy of money and of the reader's time and patience, and also the danger of overlooking inaccuracies and inconsistencies, require that each item of information, on the other hand, should appear in as compact a form as possible and in as few places as possible. The natural tendency is for the written record of legislation to grow agglutinatively, and in all of our printing we have constantly to be on the alert for opportunities for excision and condensation. The time has apparently

come for a careful codification of many of our regulations, in particular those relating to the higher degrees.

As an instance of the amount of printing which is inevitable in connection with an important academic movement, I append a list of the documents printed in connection with the revision of the Program of Studies of Columbia College. Each of these pamphlets required one, and in some cases, as many as seven or eight revisions of proof before the material was in acceptable form.

Dec. 18, 1903.—Report of Special Committee.....	8 pages
Jan. 15, 1904.—Substitute Plan for a revised Curriculum of Columbia College.....	6 pages
Apr. 29, 1904.—Calendar of Business for Special Meeting of College Faculty.....	6 pages
Jan. 13, 1905.—Report of Special Committee on Revision of Program of Studies.....	22 pages
Jan. 20, 1905.—Report of Special Committee on Revision of Program of Studies, as Adopted Jan. 20, 1905.....	24 pages
Feb. 6, 1905.—Memorandum to the Trustees by the Presi- dent, and Resolution of Mr. Low.....	8 pages
Mar. 7, 1905.—Public Announcement of new Program of Studies.....	4 pages
May 27, 1905.—Announcement of Columbia College for 1905-06.....	68 pages

I wish to call your attention to the constant courtesy of the Managing Board of the *Columbia Spectator*. The co-operation of the editors has enabled us to make prompt announcement of University matters of general interest in the columns of the *Spectator*, which would otherwise have required special printing and distribution.

The problem of distribution is one which requires very careful study. The annual expenditure in all departments of the University for printing and distributing our documents is over \$15,000. With this sum, it ought certainly to be possible to bring its advantages to the notice of a very wide circle. Indeed, as the appropriation for direct advertising is practically negligible, the problem of legitimate publicity depends to a very great extent upon our circulars and their distribution. Something has already been done toward de-

veloping accurate lists of persons likely to be interested in each circular as it comes out, and I hope that before the end of next year much more may be accomplished. A great deal may be done through co-operation. Every officer, alumnus, and student who would make a point of letting us know the name and address of any person who may be interested in any phase of our work would be doing a real service to the University. It is of particular importance for us to keep in touch with the alumni who hold teaching positions throughout the country, and for this reason the list of alumni in such positions published in the 150th anniversary number of the *University Quarterly*, October, 1904, is of great present value, and if kept accurate by the help of the alumni themselves, it will be of great permanent value.

The work of printing and distributing is done under considerable disadvantage owing to the necessarily limited appropriation at our disposal, and it is therefore of primary importance to watch every opportunity of saving. The incorporation at the close of 1900 of the greater number of our Announcements in the *Columbia University Bulletin of Information*, and the entry of the series as second-class mail matter under the law of 1894 has been a great help, and the annual expenses have also been reduced by making the Divisional Announcements cover two years instead of one, also by the use of machine composition and by holding the type of standing matter from year to year. Next year I would recommend a still more rigorous condensation of all the statements in the Announcements and possibly the condensation of the circulars having to do with engineering into a single pamphlet. Before long, however, it will apparently be necessary to increase the appropriation, as the great number of Announcements to be issued, and their wider distribution is rapidly counterbalancing these savings.

Another division of our work has to do, in co-operation with the Superintendent's office, with public lectures and other **Public** academic gatherings. Our share consists mainly **Exercises** in the preparation and distribution of announcements and invitations. Appendix 2 (see page 45), will show in detail the number of lectures.

The opening exercises of the University at Morningside Heights and at 59th Street are each year of increasing interest and dignity, and the recently established annual reception in October to the newly appointed professors affords the older members a pleasant opportunity to welcome the newcomers and their families.

While our office did not have immediate charge of the celebration of the 150th Anniversary of the foundation of King's College,—the great event of the year,—the details of preparation and execution occupied much of our time during the late summer and autumn.

Among the other public exercises of particular interest were the piano recital by Professor Rubner at Mendelssohn Hall on December 22, and the celebration under the auspices of the Department of Germanic Languages and Literatures of the Centenary of Schiller's death, on May 8. A statement regarding the public reception to the members of the National Educational Association on July 8th and of the religious service held in the University Gymnasium on the following day will appear in the record for 1905-06.

At the closing exercises in June, the Gymnasium, as usual, was crowded at the Baccalaureate Service on Class Day and at the formal Commencement. Over 500 men were at the alumni luncheon, and perhaps twice that number at the celebrations on the afternoon and evening of Commencement Day. One of the pleasantest facts in the recent history of the University, to those of us who make it our permanent home, is to see that it is becoming a recognized tradition for the alumni to visit it in steadily increasing numbers at Commencement time. The success of these informal gatherings is, I believe, in large measure due to the centralizing of the initiative and the responsibility in the class graduating ten years previously. Men who have been ten years out of college seem to be at the same time old enough and young enough to meet the requirements of the situation.

A good part of the time of our staff is devoted to the records of academic appointments. There are Academic each year more appointments of officers of instruc- Records tion and fellows and scholars in Columbia University than

there are students registered at any one of the independent undergraduate men's colleges of New England or the Middle States, excepting only Dartmouth. With in the past year or so we have started a series of cards giving a brief record of the academic career of each officer of instruction, and these records, with the signed photographs of professors, which are also being collected, will, in the future, make a vital document of extreme value.

Another record which will be of increasing value as the years go on is a Visitors' Book (established, by the way, at the suggestion of the Archbishop of Canterbury last September). Among the names so far inscribed are, the Archbishop himself, Professors Adolph Harnack, Karl Lamprecht, and K. Mitsukuri, James Bryce, John Morley, and Prince Ladanaru Fushimi.

The following facts, compiled from our records, may be of interest: Of the officers of professorial grade now in the University the average age is 43.6 years.\* The average length of academic service is 11.1 years, the longest continuous service being that of Professor J. Howard Van Amringe, 45 years.

Of the whole staff (excluding clinical assistants), 237 or 57.8 % are married.† One hundred and forty-six, or 35 %, hold the degree of Doctor of Philosophy or its equivalent (*e. g.*, Doctor of Science). Of the men holding full professorships, 39, or no fewer than 32 %, hold honorary degrees.

Meetings of the University Council and of the several Faculties were held as follows:

University Council.....	5 meetings
Committee on Higher Degrees.....	9 "
Faculty of Columbia College.....	4 "
" " Law.....	3 "
" " Medicine.....	8 "
" " Applied Science.....	5 "
" " Political Science.....	8 "

\* When the age is not known, it is assumed that the first degree was received at the age of 21.

† Where we have no definite information, it has been assumed that the officer is single.

Faculty of Philosophy.....	2 meetings
"    " Pure Science.....	2     "
"    " Barnard College.....	2     "
"    " Teachers College.....	5     "
"    " College of Pharmacy.....	8     "
Administrative Board, Summer Session.....	1     "
"    " Extension Teaching.....	8     "

Leave of absence for the year 1904-05 has been granted to the following officers:

JOHN KROM REES, E.M., Ph.D., Rutherford Professor of Astronomy.  
RICHARD J. H. GOTTHEIL, Ph.D. (Sabbatical), Professor of Rabbinical Literature and the Semitic Languages.

JAMES RIGNALL WHEELER, Ph.D (Sabbatical), Professor of Greek.

CHARLES E. PELLEW, E.M. (2d half-year), Adjunct Professor of Chemistry.

FRANK M. McMURRY, Ph.D., Professor of the Theory and Practice of Teaching in Teachers College.

THOMAS DENISON WOOD, M.D., Professor of Physical Education.

ERNEST F. NICHOLS, Sc.D., Professor of Experimental Physics.

LOUIS AUGUSTE LOISEAUX, B.S., Adjunct Professor of the Romance Languages and Literatures.

GEORGE STUART FULLERTON, Ph.D., Professor of Philosophy.

JAMES THOMSON SHOTWELL, Ph.D., Adjunct Professor of History.

LOUIS ROUILLION, M.A. (2d half-year), Adjunct Professor of Manual Training in Teachers College.

During the year the University was represented at academic gatherings held elsewhere as follows:

At the Congress of Arts and Science held under the auspices of the Louisiana Purchase Exposition, no fewer than 28 of our officers were present, either as chairmen or as speakers.

At the inauguration of President Luther at Trinity College, Hartford, by Professor Woodbridge; of President Dabney at Cincinnati, by Professor Trent; of President Howe at the Case School of Applied Science, by Professor Hutton; of President Atkinson at the Brooklyn Polytechnic Institute, by Dr. Canfield; of President Alderman at the University of Virginia, by the President; of Chancellor McCormick at the Western University of Pennsylvania, by Mr. Furst and Mr. Keppel.

At the meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, at

Princeton, Professors Thomas, McCrea, and Fiske were our representatives; and at the Conference of the Association of American Universities, at Baltimore, Professors Munroe Smith, William H. Carpenter, and Howe, and Mr. Keppel.

At foreign meetings, the University was represented by Professor Jackson at the Congress of Orientalists in Algiers, by Professor Underwood at the Botanical Congress in Vienna, and by Professor Wheeler at the Archæological Congress in Athens.

In February, Mr. Walter M. Gilbert (B.S., College of the City of New York, 1900) resigned his position as Chief Clerk, **Personnel** to accept the Assistant Secretaryship of the Carnegie Institution at Washington. Mr. Gilbert's services during the three years that he was in the office were of the very greatest value, and his promotion to his present important duties was thoroughly well deserved. His place for the second half of the academic year was taken by Mr. Gilbert Oakley Ward (A.B., Columbia University, 1902), who leaves on July 1, to take up editorial work. The new Chief Clerk is Mr. Lynn Thorndike (A.B., Wesleyan University, 1902; A.M., Columbia University, 1903). I wish, in closing, to bear witness to the devotion of the entire staff during what has proved to be a very trying year, and in particular to the work of Mr. R. A. Meyers, who, in addition to his signal success in the administration of the student employment bureau, has rendered invaluable aid in almost every department of our work.

Respectfully submitted,  
F. P. KEPPEL,  
*Secretary of the University.*

## REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit herewith the annual report of the Registrar of the University for the academic year ending June 30, 1905. This report includes the usual statistics covering the enrolment, geographical distribution, and previous education of the student body, as well as of the number of degrees granted at Commencement, of the age of College and Applied Science students, etc. The statistics for the Summer Session of 1905 are also appended. The detailed tables, embracing the titles of the courses given during the past year, the names of the officers who have given them, the number of hours a week for which the courses have been scheduled, and the number and classification of students in attendance on the courses, have been filed in the records of this office, together with similar reports of the past few years. A number of new tables have been added, particularly in connection with the classification of students in the non-professional graduate faculties.

The increase in the total enrolment during the last year is due to a considerable extent to the incorporation of the College of Pharmacy, for without the 442 students registered in this faculty, the enrolment of the University would show a loss instead of a gain. Columbia College shows a particularly satisfactory increase, especially in the Freshman class, which is the largest in the history of the College. The growth of the College during the past fifty years and its development during the past two decades, com-

pared with the academic departments of Harvard, Yale, Princeton, and Cornell, and of Dartmouth, Amherst, Williams, and Bowdoin, together with a chart illustrating the growth of the College from 1854 to 1904, may be found in the March, 1905, issue of the *Quarterly* (Vol. VII., No. 2, pages 169 to 176), to which I would respectfully refer for details. Barnard College has had a slight decrease, due to the fact that women music students now register under fine arts in the Columbia University Corporation, instead of being enrolled as Barnard College specials. The graduate faculties of Political Science and Philosophy show a slight increase over 1903-04, while the gain in the Faculty of Pure Science is quite remarkable. The latter is due in a measure to the fact that graduate students in Applied Science are no longer enrolled under that faculty, but from the fall of 1904 on registered under Pure Science. The fact that tuition fees in Applied Science are \$250 and in Pure Science only \$150, has caused a number of students holding baccalaureate degrees and entering the University on advanced standing to become candidates for the master's degree under the Faculty of Pure Science instead of a technological degree under the Faculty of Applied Science. These two factors, however, do not account for the total growth of the enrolment in the Faculty of Pure Science, which last year also showed a considerable increase over the year preceding. As far as the professional schools are concerned, the small decrease in the enrolment of the Faculty of Applied Science is due particularly to the same causes which effected the increase in the Faculty of Pure Science. The enrolment in the School of Architecture, which in previous years was included under the Faculty of Applied Science, is given separately this year for the first time. The decrease in the registration of the professional schools of Law and Medicine is a natural one, being due chiefly to increased requirements of admission. The baccalaureate degree was required for admission to the Law School in the fall of 1903 for the first time, and since then the enrolment has, of course, declined. It will reach its minimum in the fall of this year, and from 1906 on a continuous growth should set in. In the Medical School, also, increased standards of admission were

put into practice in the fall of 1903, and this year the increase of the tuition fee from \$200 to \$250 per annum has, no doubt, also affected the enrolment. It must be remembered, however, as was pointed out in my last report, that a decrease in the enrolment of the students in medicine during the past two years has been observed in almost every medical faculty connected with an American higher institution of learning. Teachers College shows an increase over 1903, and the Summer Session a small loss. The latter was due to the fact that in 1903 several elements had combined to bring about an unusually large attendance, of which the Convention of the National Education Association, held in Boston in the early part of July, 1903, was one of the most important. The meeting of this Association took place at St. Louis in 1904, and this circumstance, coupled to the holding of the Louisiana Purchase Exposition, was no doubt accountable for the falling off in the number of teachers attending the 1904 session. The increase in the Summer Session figures for 1905 must be ascribed in part to the fact that this year's meeting of the National Education Association was held at Asbury Park, in the immediate vicinity of New York City. A decided gain may be found in the students attending extension courses, of which there were 1886, as against only 900 three years ago.

Excluding the students in extension courses, there have been 4981 students enrolled in the various schools of the University, as compared with 4709 registered in 1903-04, a gain of 5.78 per cent. In the University Corporation (that is, excluding Barnard College, Teachers College, and the College of Pharmacy), omitting the Summer Session, the enrolment has decreased from 2994 to 2935, for which loss I have accounted above. Including the Summer Session, and making proper allowance for duplications, the enrolment of the Corporation decreased from 3849 to 3678. As for the different faculties, the following percentages of increase or decrease may be noted as against 1903-04: Columbia College, 5.95; Barnard College, 9.18 (loss); non-professional graduate faculties of Political Science, Philosophy, and Pure Science, 13; Faculty of Applied Science, 18.78 (loss); Faculty of Law, 11.20 (loss); Faculty of Medicine, 17.65 (loss); Teachers College,

4.79; Architecture, 13.33 (loss); Summer Session, 3.99 (loss); students in extension courses, 17.23.

The recent growth of the student body is shown in the following figures:

1893-1894.....	1804	1899-1900.....	3207
1894-1895.....	1942	1900-1901.....	3761
1895-1896.....	1878	1901-1902.....	4234
1896-1897.....	1946	1902-1903.....	4507
1897-1898.....	2191	1903-1904.....	4709
1898-1899.....	2812	1904-1905.....	4981

Exclusive of the (1904) Summer Session, there were in the University during the academic year 1904-05 3201 men and 1037 women, giving a total of 4238, as against 3100 men and 1166 women, a total of 4266 during 1903-04.

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES,  
DURING THE ACADEMIC YEAR 1904-1905

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-Candidates	Graduates	Auditors	Total 1905
Columbia College.....	147	113	119	106	49	.....	.....	534
Barnard College.....	110	75	71	83	27	.....	.....	366
Total undergraduates.....	.....	.....	.....	.....	.....	.....	.....	900
Faculty of Political Science.....	.....	.....	.....	.....	22	139	1	162
Faculty of Philosophy.....	.....	.....	.....	.....	9	425	15	449
Faculty of Pure Science.....	.....	.....	.....	.....	14	157	.....	171
Total non-professional graduate students (*) .....	.....	.....	.....	.....	.....	.....	.....	782
Faculty of Applied Science.....	160	165	154	86	36	.....	.....	601
Faculty of Law.....	105	99	126	.....	11	.....	.....	341
Faculty of Medicine.....	91	106	154	187	17	.....	.....	555
Faculty of Pharmacy.....	271	154	.....	.....	.....	17	.....	442
Teachers College.....	31	53	273	226	12	106	20	721
Architecture.....	11	19	16	9	17	5	1	78
Music.....	.....	.....	.....	.....	42	2	.....	44
Total professional students.....	.....	.....	.....	.....	.....	.....	.....	2782
Deduct double registration (†).....	.....	.....	.....	.....	.....	.....	.....	226
Net total.....	.....	.....	.....	.....	.....	.....	.....	4238
Summer Session, 1904.....	.....	.....	.....	.....	.....	.....	.....	961
Grand total.....	.....	.....	.....	.....	.....	.....	.....	5199
Deduct double registration (‡).....	.....	.....	.....	.....	.....	.....	.....	218
Grand net total.....	.....	.....	.....	.....	.....	.....	.....	4981
Students in extension courses.....	.....	.....	.....	.....	.....	.....	.....	1886

\* The total 782 does not include 136 college graduates studying under the professional faculties of law, medicine, and applied science, who are also candidates for the degree of A.M. or Ph.D.

† The 226 are distributed as follows: 26 students in Columbia University (20 men and 6 women) and 94 in Barnard College are also enrolled in Teachers College as candidates for a professional diploma; 106 Teachers College students are enrolled in the faculty of philosophy as candidates for the higher degrees (76 men and 30 women).

‡ Summer Session students of 1904 who returned for work at the University during the academic year 1904-1905.

Table II. is of a comparative nature and gives the total registration for the last seven years.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES,  
DURING THE ACADEMIC YEARS 1898-1905

FACULTIES	1898-1899	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905
Columbia College.....	403	465	476	492	495	504	534
Barnard College. ....	202	251	301	339	358	403	366
Total undergraduates.....	605	716	777	831	853	907	900
Faculties of Political Science, Philosophy, and Pure Science (*) {	376	442	466	535	623	692	782
Total non-professional graduate students: } .....	376	442	466	535	623	692	782
Faculty of Applied Science.....	363	414	498	541	638	650	601
Faculty of Law.....	349	380	423	440	461	384	341
Faculty of Medicine.....	726	787	797	809	795	674	555
Faculty of Pharmacy.....	297	391	528	634	633	688	721
Teachers College.....	297	391	528	634	633	688	721
Architecture (**). ....	96	77	68	85	84	90	78
Music (***).....	.....	.....	.....	.....	.....	.....	44
Total professional students.....	1831	2049	2314	2509	2611	2486	2782
Deduct double registration (†).....	.....	.....	105	134	132	196	226
Net total.....	2812	3207	3452	3741	3955	3889	4238
Summer Session.....	.....	.....	417	579	643	1001	961
Grand net total (‡).....	2812	3207	3761	4234	4507	4709	4981
Students in extension courses.....	1173	751	679	900	1196	1590	1886

\* Women graduate students registered at Barnard College in 1898 and 1899, but have been included here under the graduate faculties, as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903.

\*\* In previous reports Architecture was included under Applied Science.

\*\*\* Music was previously included under Barnard College.

† Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma, and Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees.

‡ Excluding Summer Session students who returned for work in the succeeding fall.

The figures in Table III. explain the distribution in the different departments of the Faculty of Applied Science during the past year:

TABLE III

1904-1905	First Year	Second Year	Third Year	Fourth Year	Non-Candidates	Totals
Chemistry.....	15	11	7	2	5	40
Civil Engineering.....	29	37	25	16	4	111
Electrical ".....	42	39	34	20	3	138
Mechanical ".....	25	28	25	10	7	95
Metallurgy.....	—	1	4	1	1	7
Mining Engineering.....	49	49	59	37	16	210
Total.....	160	165	154	86	36	601

The geographical distribution of students in the University Corporation, as well as in Barnard College, Teachers College, and the College of Pharmacy, is shown in Table IV. It embraces 44 states, the District of Columbia, 3 territories—including the Hawaiian Islands—the insular territory of Puerto Rico, and 27 foreign countries. The percentages of representatives from the various divisions have been indicated in the parentheses after each division. Comparing the percentages of the Corporation only with the corresponding ones for the three previous years, we note that the number of students coming from the North Atlantic Division has decreased about  $2\frac{1}{2}\%$  since 1901-02, while several of the other divisions show a slight increase since that time, the largest gains being noticeable in foreign countries and in the North Central Division:

	1901-1902	1902-1903	1903-1904	1904-1905
North Atlantic Division..	84.93	83.28	82.19	82.32
South Atlantic Division..	2.40	2.85	2.69	2.86
South Central Division...	2.19	2.13	2.29	1.77
North Central Division...	5.87	6.26	6.56	6.64
Western Division.....	3.02	3.02	3.20	3.00
Insular Territories.....	0.03	0.13	0.24	0.14
Foreign Countries.....	1.56	2.33	2.83	3.27

The percentage of students in the Corporation registered from New York City shows no important change since last year, but with the completion and occupation of the dormitories we may look forward to a decrease in the percentage in the coming year. During the last year at the old site and the first two years at the new site, the students who claimed New York City as their permanent residence comprised 56 % of the student body. During the academic years 1899-1901, the percentage was reduced to 54 %; during 1901-02, it rose again to 56 %; in 1902-03, it fell to 55 %; and last year to 54 %, where it remains this year.

The growth in the actual number of students from foreign countries continues uninterruptedly. Ninety-six students of the Corporation (117 including Barnard College, Teachers College, and the College of Pharmacy) came from foreign countries this year, as against 22 in 1893-94. In the latter year only one student of the Corporation claimed Europe as a permanent residence, as against 22 in 1904-05; and only 1 came from Asia in 1893-94, as against 26 this year. Most of the European students hail from England, while Japan still sends the largest contingent of Asiatic students, although there are 5 students from China this year, as against 3 last year. The Faculty of Applied Science still attracts the greatest number of foreign students, followed by Political Science, Medicine, Teachers College, Pure Science, and Philosophy in the order named.

TABLE IV

## RESIDENCES OF STUDENTS—(A) THE UNITED STATES

	1904-1905												
	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplications	
<b>North Atlantic Division</b> (83.86 %):													
Connecticut.....	494	256	482	493	101	107	356	127	354	443	422	81	
Maine.....	1	11	13	7	3	1	10	2	1	18	22	5	
Massachusetts.....	2	5	4	1	3	2	6	1	2	4	3	20	
New Hampshire.....	3	3	18	4	1	3	6	5	2	15	2	1	
New Jersey.....	51	27	75	53	14	9	30	12	47	65	59	7	
New York.....	432	202	352	412	83	82	294	98	297	295	326	64	
Pennsylvania.....	5	11	9	14	.....	9	10	5	6	36	6	2	
Rhode Island.....	.....	2	6	1	.....	1	1	1	1	1	1	109	
Vermont.....	.....	2	2	.....	.....	3	3	.....	8	3	2	19	
<b>South Atlantic Division</b> (2.78 %)	5	20	12	12	6	7	17	5	2	32	4	4	
Delaware.....	1	1	1	1	1	1	1	1	1	1	1	6	
District of Columbia.....	.....	.....	2	1	.....	.....	2	1	1	1	1	5	
Florida.....	3	3	2	2	3	1	2	1	2	1	1	12	
Georgia.....	1	8	2	2	3	1	1	1	1	6	1	22	
Maryland.....	2	2	1	2	1	2	4	1	1	4	1	16	
North Carolina.....	1	3	1	.....	.....	.....	4	2	1	9	1	2	
South Carolina.....	2	2	3	4	2	1	2	1	1	4	1	13	
Virginia.....	2	1	1	4	2	1	2	1	1	4	1	17	
West Virginia.....	1	1	.....	1	.....	3	.....	.....	1	.....	.....	7	
<b>South Central Division</b> (1.69 %)	10	11	11	4	3	4	8	1	4	15	2	1	
Alabama.....	1	2	4	1	.....	.....	.....	2	1	2	1	13	
Arkansas.....	2	3	.....	.....	.....	2	.....	1	1	1	1	8	
Kentucky.....	2	2	1	2	1	2	4	.....	4	.....	.....	18	
Louisiana.....	3	.....	.....	.....	1	.....	.....	.....	3	.....	.....	7	
Mississippi.....	2	.....	2	.....	1	.....	1	1	1	1	1	9	
Tennessee.....	.....	2	.....	.....	1	.....	.....	.....	3	.....	.....	5	
Texas.....	3	1	2	1	.....	2	1	.....	2	.....	.....	12	
<b>North Central Division</b> (6.18 %)	15	37	21	30	10	21	44	17	4	69	7	13	
Illinois.....	2	2	3	3	2	2	4	2	7	.....	.....	25	
Indiana.....	2	7	2	.....	2	2	5	3	.....	10	.....	31	
Iowa.....	4	.....	1	2	1	3	4	1	.....	2	1	18	
Kansas.....	2	1	1	1	1	1	4	2	.....	2	1	12	
Michigan.....	1	1	2	1	1	1	6	1	.....	13	.....	24	
Minnesota.....	1	1	1	7	3	.....	3	3	2	.....	.....	23	
Missouri.....	2	3	3	3	1	1	6	2	1	7	1	1	
Nebraska.....	1	5	.....	1	.....	1	1	1	1	1	1	11	
North Dakota.....	1	1	1	1	1	1	1	1	1	1	1	2	
Ohio.....	5	15	7	8	5	7	9	3	2	13	5	6	
South Dakota.....	1	.....	2	2	1	1	1	1	1	.....	.....	4	
Wisconsin.....	1	2	1	1	1	1	1	1	1	8	1	14	
<b>Western Division</b> (2.61 %)	6	13	10	33	1	3	13	9	1	26	1	5	
Arizona.....	1	1	1	1	1	1	7	1	1	10	1	3	
California.....	1	5	4	4	1	1	1	1	1	6	1	4	
Colorado.....	3	3	2	12	.....	.....	2	1	1	1	1	4	
Idaho.....	.....	.....	.....	.....	.....	.....	2	1	1	1	1	13	
Montana.....	1	1	1	7	.....	1	1	1	1	1	1	1	
Nevada.....	.....	1	1	1	1	1	1	1	1	1	1	1	
New Mexico.....	1	2	1	.....	.....	1	1	2	1	3	1	1	
Oregon.....	1	1	2	.....	.....	1	1	2	2	3	1	9	
Utah.....	1	1	7	.....	.....	1	1	1	1	3	1	15	
Washington.....	1	1	1	2	.....	.....	1	1	1	1	1	6	
<b>Insular and Non-contiguous Territories</b> (0.09 %)	1	2	1	.....	.....	.....	.....	.....	.....	.....	.....	4	
Hawaiian Islands.....	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	2	
Puerto Rico.....	1	1	1	2	.....	.....	1	1	1	1	1	1	
<b>Total.....</b>	530	338	538	573	121	142	438	159	365	585	436	104	4121

TABLE IV (*continued*)

## (B) FOREIGN COUNTRIES

1904-1905	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplications	Total
Australia.....			1	1				1					3
Austro-Hungary.....			1										1
Bahama Islands.....			1										1
Brazil.....													30
Canada.....	1	1	3	3	1	1	5	3	3	9	2	1	32
Cape of Good Hope.....		1		1									2
Chili.....			1	1		2		2		1			6
China.....			1										1
Costa Rica.....			2										1
Cuba.....			5	2							1		8
France.....				1									1
Germany.....	1			1		1				1			4
Great Britain and Ireland.....				5				2	1	2			10
Holland.....				1									1
India.....				1						1			2
Italy.....			2	1									3
Japan.....					11	5	3			1	1		19
Mexico.....		1	3	2									8
Natal.....	1			2									1
Nicaragua.....				1									2
Peru.....						2	1						1
Russia.....													3
Santo Domingo.....											1		1
Spain.....	1				1								2
Sweden.....					1								1
Transvaal.....				1			1			1	1	1	2
Turkey (in Asia).....													
Total (2.79 %).....	4	3	17	28	1	20	11	12	1	16	6	2	117
Grand total.....	534	341	555	601	122	162	449	171	366	601	442	106	4238

1600 students in the Corporation claim New York City for their permanent residence, distributed among the faculties as follows: College, 374; law, 170; medicine, 291; applied science, 350; fine arts, 68; graduate faculties of political science, philosophy, and pure science, 347.

Table V. is of a comparative nature, indicating the geographical distribution of students in the University Corporation only, since 1894 (excluding Summer Session students).

TABLE V

(A)—THE UNITED STATES

	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905
North Atlantic Division:	1585	1712	1634	1666	1848	1894	2069	2273	2442	2541	2442	2416
Maine.....	10	8	14	14	10	9	9	12	11	7	8	13
New Hampshire.....	6	6	4	4	3	4	4	4	7	7	2	2
Vermont.....	8	9	6	9	13	6	10	13	10	13	15	10
Massachusetts.....	37	42	34	36	41	37	62	57	62	63	49	43
Rhode Island.....	9	12	10	8	10	11	11	18	19	22	16	11
Connecticut.....	30	40	35	40	54	58	70	63	70	56	54	48
New York.....	1246	1335	1286	1308	1433	1501	1630	1799	1951	2014	1933	1955
New Jersey.....	212	229	210	214	237	230	230	256	260	296	299	271
Pennsylvania.....	27	31	35	33	47	38	43	51	52	63	66	63
South Atlantic Division:	31	31	30	41	47	45	69	66	69	87	80	84
Delaware.....	1	2	2	2	2	2	2	5	3	5	5	5
Maryland.....	8	9	5	6	4	5	7	7	7	9	10	12
District of Columbia.....	3	3	3	1	2	3	5	6	9	10	7	4
Virginia.....	5	4	5	5	10	10	14	9	5	15	9	12
West Virginia.....	5	2	1	5	4	2	2	3	2	4	2	6
North Carolina.....	2	1	2	9	8	8	15	12	10	16	14	11
South Carolina.....	3	2	2	2	2	2	1	5	5	9	6	9
Georgia.....	3	7	10	12	14	11	20	22	23	16	19	15
Florida.....	1	1	2	1	3	2	3	2	3	5	8	10
South Central Division:	42	41	34	35	47	42	48	75	63	65	68	52
Kentucky.....	11	14	10	8	10	11	13	22	16	18	16	14
Tennessee.....	6	5	8	7	9	6	5	14	10	10	7	2
Alabama.....	7	8	6	7	10	8	8	13	7	9	10	8
Mississippi.....	.....	.....	1	2	2	2	3	2	7	4	6	7
Louisiana.....	1	1	1	2	2	1	2	3	2	3	3	4
Texas.....	16	12	9	5	11	9	14	15	16	14	18	10
Arkansas.....	1	1	.....	4	2	5	3	4	4	5	6	7
Oklahoma.....	.....	.....	1	1	.....	.....	2	1	2	2	2	....
North Central Division:	97	102	113	115	130	133	159	160	160	101	105	105
Ohio.....	28	26	35	37	37	25	34	41	37	45	52	59
Indiana.....	8	12	5	10	11	17	24	21	22	18	22	23
Illinois.....	16	9	9	12	19	24	23	29	24	25	26	18
Michigan.....	7	2	3	7	7	10	16	11	16	12	15	13
Wisconsin.....	10	8	13	8	13	11	9	5	10	13	9	6
Minnesota.....	8	12	11	6	7	8	8	8	9	11	16	17
Iowa.....	4	6	8	12	13	11	8	13	18	20	18	16
Missouri.....	6	14	17	9	12	11	14	17	13	17	14	17
North Dakota.....	2	2	3	.....	1	2	2	2	3	3	1	2
South Dakota.....	1	1	.....	.....	1	1	1	4	5	4	4	4
Nebraska.....	4	5	4	6	2	7	12	10	10	16	13	10
Kansas.....	4	4	4	7	7	6	8	3	3	6	5	10
Indian Territory.....	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....
Western Division:	27	25	27	38	45	55	59	76	86	92	95	88
Montana.....	1	2	3	4	4	8	7	8	10	7	12	12
Wyoming.....	.....	1	.....	1	2	1	1	1	3	1	2	3
Colorado.....	1	1	2	6	12	12	13	21	17	28	24	22
New Mexico.....	1	.....	1	1	1	1	1	3	5	4	1	1
Arizona.....	.....	.....	.....	5	6	5	9	1	2	2	1	3
Utah.....	3	5	2	4	5	3	3	1	2	1	1	1
Nevada.....	1	1	1	4	4	1	2	4	9	8	7	5
Idaho.....	1	.....	1	4	4	1	2	1	1	1	2	2
Washington.....	1	1	4	4	4	1	2	4	9	8	6	7
Oregon.....	8	3	1	5	3	3	3	5	7	8	6	7
California.....	11	13	13	14	15	19	24	23	26	23	28	24
Insular and Non-contiguous Territories:	1	3	2	3	3	4	3	4	1	4	7	4
Alaska.....	1	.....	1	.....	1	.....	.....	.....	1	2	.....	.....
Hawaiian Islands.....	1	1	1	3	3	3	3	2	.....	1	1	2
Philippine Islands.....	.....	.....	.....	.....	.....	.....	.....	2	1	3	3	2
Puerto Rico.....	2	.....	.....	.....	.....	.....	.....	2	1	3	3	2
Total.....	1783	1914	1840	1898	2120	2173	2407	2654	2830	2980	2887	2839

TABLE V (*continued*)

## (B) FOREIGN COUNTRIES

	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905
North America:	18	20	21	14	18	15	18	20	21	34	35	37
Canada.....	10	11	12	7	11	10	9	6	10	16	21	20
Central America.....	3	3	4	.....	.....	.....	1	.....	2	3	3	3
Cuba.....	4	4	4	4	5	4	5	7	8	9	5	7
Mexico.....	1	1	1	2	2	1	4	6	3	6	5	6
Santo Domingo.....	1	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....
West Indies.....	.....	.....	1	.....	.....	.....	.....	.....	1	1	1	1
South America:	2	3	1	.....	.....	.....	1	2	2	3	5	4
Brazil.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1
Colombia.....	1	3	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Peru.....	.....	.....	.....	.....	.....	.....	1	2	2	2	1	1
Unclassified.....	1	.....	.....	.....	.....	.....	1	2	2	1	2	2
Europe:	1	2	2	5	13	7	7	8	7	20	21	22
Austro-Hungary.....	.....	.....	.....	3	.....	.....	.....	.....	2	2	1	1
Belgium.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
France.....	1	.....	1	.....	.....	.....	1	.....	4	2	1	1
Germany.....	.....	.....	.....	.....	.....	.....	1	.....	1	3	1	3
Great Britain and Ireland.....	.....	.....	.....	.....	1	2	1	3	6	5	9	7
Holland.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	1
Italy.....	.....	1	.....	.....	.....	.....	1	.....	.....	1	.....	3
Russia.....	1	.....	1	5	3	.....	.....	.....	1	2	3	3
Spain.....	1	.....	1	1	1	.....	.....	1	.....	1	1	1
Sweden.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....	1
Switzerland.....	.....	.....	.....	.....	1	.....	.....	1	.....	1	1	.....
Turkey.....	.....	2	1	2	1	1	1	.....	.....	.....	.....	.....
Asia:	1	4	7	3	5	10	16	8	12	11	10	26
China.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	5	5
India.....	.....	.....	.....	.....	.....	.....	.....	.....	3	2	1	1
Japan.....	1	3	7	.....	3	9	14	6	9	8	14	19
Persia.....	.....	.....	.....	3	1	1	1	1	.....	.....	.....	1
Turkey.....	1	.....	.....	.....	1	.....	1	1	.....	.....	.....	.....
Africa:	.....	.....	1	1	3	2	2	1	2	3	4	4
South Africa.....	.....	.....	1	1	3	2	2	1	2	3	4	4
Australia:	.....	.....	.....	.....	.....	.....	1	1	2	1	1	3
Total.....	22	29	31	23	37	35	45	41	45	71	84	96
Grand Total *.....	1805	1943	1871	1921	2157	2208	2452	2695	2875	3051	2971	2935

47.0 % of our students in the various faculties of the Corporation are graduates of higher institutions of learning, as against 45.8 % last year and 39.4 % in 1903. The percentage for 1905 would be higher if auditors were excluded—as they were in previous years. The gains in the professional faculties of law and medicine are quite marked. There were during the past year 1378 students who were graduates of 221 institutions of collegiate rank in the United States and of 54 similar institutions in foreign countries. The figures giving detailed information on this point are found in Table VI.

\* Auditors are included only in the 1905 figures.

TABLE VI

## GRADUATES OF

(A)—HIGHER INSTITUTIONS IN THE UNITED STATES

1904-1905

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
Adelphi College.				1	3	1			5
Alabama Polytechnic Institute.		1	1				1		2
Alfred University.		2				1			3
Allegheny College.					2	2			2
Amherst College.	5	2	3	2	5	2			19
Antioch College.					1		1		1
Armour Institute of Technology.							1		1
Augsburg Seminary.					1				1
Augustana College.						1			1
Augustana Theological Seminary.					1				1
Austin College.	1								1
Baker University.					1				1
Baltimore Medical College.		1							1
Baylor University.		1					1		1
Beloit College.		1		1		1			2
Benton Harbor College.						1			1
Bethany College.						2			2
Boston University.		1	1		4				6
Bowdoin College.					2	2			2
Brown University.		4			5		1		10
Bryn Mawr College.				2	7	2			11
Buchtel College.							1		1
Bucknell University.						1			1
Butler College.	1	1		1					2
Canisius College.									1
Capital University (Columbus, O.)						1			1
Carleton College.							2		2
Catholic University.					1				1
Central College (Mo.).							1		1
Central Pennsylvania College.						1			1
Christian University.					1				1
Clark University.						1			1
Colby College.			2			1			3
Colgate University.						1	2		6
College of the City of New York.	44	47	19	11	51	12	4		188
College of Pharmacy (Maryland).		1							1
College of Pharmacy (N. Y. City).		6	1						7
Colorado College.		1	1				1		3
Colorado State School of Mines.							1		1
Columbia University.	1	62	30	16	32	128	51	4	324
Concordia College.						1			1
Cooper Institute.				1					1
Cooper Medical College.			1						1
Cornell University.		8	1	2	2	11	5	1	30
Cumberland University.					1	2			3
Dartmouth College.		2	3			4			9
Delaware College.		1		1			1	1	2
Denison University.						1	1		2
De Pauw University.		3				1			4
Dickinson College.		1			2	3			6
Doane College.							1		1
Drake University.					1				1
Drew Theological Seminary.					2	2		1	5
Emory College.		1	1		1				3

TABLE VI (*continued*)(A)—HIGHER INSTITUTIONS IN U. S. (*continued*)

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
1904-1905									
Eureka College.....					1				1
Franklin College.....	1				1		1		3
Franklin and Marshall College.....	1				3		1		5
Fremont Normal College (Neb.).....	2								2
French American College (Mass.).....		1							1
General Theological Seminary.....					1	2			3
Geneva College.....					1				1
Georgetown University.....	2	1							3
Hamilton College.....			4						4
Hamline University.....					1		2		3
Hartwick Theological Seminary.....							1		1
Harvard University.....	18	16	4	5	15		5		63
Haverford College.....	1			2	1		1		4
Hebrew Union College.....						1			1
Heidelberg University (Ohio).....				1	1				2
Hillsdale College.....				2					2
Hiram College.....				2					2
Hobart College.....						1	1		2
Holy Cross College.....	2	3							5
Howard College (Ala.).....				1					1
Illinois Wesleyan University.....	1				1	2			4
Indiana University.....	3				1	3	2		9
Iowa College.....				1	2	3	1		7
Johns Hopkins University.....	1					3	1		5
Kalamazoo College.....						1			1
Kansas City University.....					1				1
Kentucky University.....	1								1
Kenyon College.....	2	1				1			4
Knox College.....					1	2	1		4
Lafayette College.....	1	3	1	1	3		1		10
Lake Forest University.....						2			2
Lebanon University.....							1		1
Lebanon Valley College.....					1	1			2
Lehigh University.....					1				1
Leland Stanford, Jr., University.....	4	1		1	2		2		10
Louisiana State University.....	1								1
McMicken University.....					1				1
Manhattan College.....	2	2		1	3				8
Maryland College.....						1			1
Massachusetts Agricultural College.....			1					1	2
Massachusetts Institute of Technology.....					1				2
Michigan Agricultural College.....				1					2
Michigan State Normal College.....							1		1
Middlebury College.....				1				1	2
Millsaps College.....				2					2
Mississippi Agricultural & Mech. Coll. ....								1	1
Missouri School of Mines.....								3	3
Missouri Valley College.....							1		1
Montana Agricultural College.....				1				1	2
Moore's Hill College.....					1				1
Moravian College.....					3				3
Mount Holyoke College.....					1	7			8
Muskingum College.....						1			1
National Normal University.....					1				1
Nebraska Wesleyan University.....						1			1

TABLE VI (*continued*)

1904-1905

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
Nevada State University.						1			1
New York College of Dentistry.		1							1
New York Homeopathic Medical Coll.	1								1
New York Law School.					1				1
New York State Normal College.			1						1
New York University.		4	4		5	13	1	1	28
Northwestern University.					1	1	1		3
Notre Dame University.		2	1						3
Oberlin College.		6	3	1	1	1	1	1	14
Ohio State University.					2	2	4		8
Ohio Wesleyan University.		3	3		1	4		1	12
Olivet College.						1			1
Ouachita College.						1			1
Pacific University.						1			1
Parsons College.						1			1
Pennsylvania Military College.			1						1
Philadelphia Divinity School.					1				1
Polytechnic Institute (Brooklyn).		1				3	1		5
Pomona College.		1							1
Princeton University.		22	31	2	3	4	4	1	67
Purdue University.			1			2			3
Radcliffe College.						3			3
Richmond College.					1	1			2
Rock Hill College.			1			1			2
Rollin's College.						1			1
Rush Medical College.			1						1
Rutgers College.		1	3	1	1	1			7
St. Francis Xavier College.		2	4	1	1	3			11
St. Ignatius College.						1			1
St. John's College (Brooklyn).					1				1
St. John's College (Fordham, N. Y. C.).		5	3	2					10
St. Peter's College.			1						1
St. Stephen's College.					1				1
Seton Hall College.						1			1
Smith College.					3	9	4		16
South Carolina College.		1							1
South Dakota State College of Agr. & Mech. Arts.		1							1
Spring Hill College.			1						1
State College of Kentucky.			1						1
Statesville College.						1			1
State University of Iowa.					1	1	3		5
Stevens Institute of Technology.								2	2
Swarthmore College.						1	2		3
Syracuse University.			2		3	7			12
Tarkio College.		1							1
Taylor University.							1		1
Texas Christian University.					1				1
Trinity College (Conn.).		3				3	2		8
Trinity College (N. C.).						1	2		3
Trinity College (Wash., D. C.).						1			1
Trinity University (Texas).						1			1
Tulane University.		1						1	2
Union College (N. Y.).		4	1		2	3	2		12
Union Theological Seminary.					1	3			4
University of Alabama.		1	2						3
University of Arkansas.		3							3
University of California.		1	1		1	4			7
University of Chicago..		1	2		4	6	2		15

TABLE VI (*continued*)

		College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
	1904-1905									
University of Cincinnati.			3		2	3				5
University of Colorado.			4					1		3
University of Georgia.							1			5
University of Idaho.							1			1
University of Illinois.							1	1		2
University of Kansas.			1		1	3				5
University of Louisville.							1			1
University of Maine.							1	1		2
University of Michigan.							10	3		13
University of Minnesota.					1	3	6	1		11
University of Missouri.					2	1	2	1		6
University of Mississippi.						1				1
University of Montana.			1							1
University of Nashville.							3			3
University of Nebraska.			3			1	5	2		11
University of North Carolina.			4			2	1	1		8
University of Oregon.						1		3		4
University of Pennsylvania.					1	3	2	4		10
University of Puerto Rico.				1						1
University of Rochester.			1	2			1			4
University of the South.			1							1
University of South Carolina.				1						1
University of Texas.						1		1		2
University of Utah.			1					1		2
University of Vermont.				1						1
University of Virginia.				2				1		3
University of Washington.						1	1			2
University of Wisconsin.						1				1
University of Wooster.							3			4
Upper Iowa University.						1				1
Ursinus College.						1				1
Utah Agricultural College.					1					1
Vanderbilt University.			1	1		1				3
Vassar College.						2	12		1	15
Wabash College.							2			2
Wake Forest College.				1						1
Washburn College.					1					1
Washington University.							2			2
Waynesburg College.						1				1
Wellesley College.							10	2		12
Wells College.								2		3
Wesleyan University.				2	1	4	8	2		17
Western College (Iowa).						1				1
Western Maryland College.					1			1		2
Western Reserve University.							2			2
William Jewell College.				1						1
Williams College.				3		1		2	1	8
Wittenberg College.				2				1		3
Wofford College.				1				1		2
Woman's College (Baltimore, Md.).							3			3
Woman's College (Richmond, Va.).							1			1
Worcester Polytechnic Institute.			30	23	3	3	5	2	3	69
Yale University.							1			1
Ypsilanti Normal College.										1
Total graduates of domestic institutions.	2	294	247	74	167	500	170	21	1475	

TABLE VI (*continued*)

## (B)—HIGHER INSTITUTIONS IN FOREIGN COUNTRIES

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
1904-1905									
Arcadia College.....							1		1
Beth-Hamidrash, Frankfurt a-M., Germany.....						1			1
Bishops University, Canada.....			1						1
Chinese Government.....					1				1
Dalhousie College, N. S., Canada.....					1		1		2
Doninshea Gakko, Japan.....					1		1		1
Doshisha Gakko, Japan.....					1	2			2
Euphrates College, Harpoot, Turkey.....					1				1
First Kobo Gakko, Japan.....					1				1
Gymnasium, Berlin, Germany.....						1			1
Gymnasium, Cologne, Germany.....					1				1
Gymnasium, Kolin, Austria.....					1				1
Gymnasium, St. Petersburg, Russia.....					1			1	1
Gymnasium, Vienna, Austria.....					1				1
Imperial Japanese Academy.....							1		1
Imperial University of Helsingfors.....						1			1
Imperial University, Tokio, Japan.....						1	1		2
Institute of Santiago de Cuba.....		2							2
Institute of West Nicaragua.....		1							1
Keiogyoku University, Tokio, Japan.....					3	1			4
King's College, London.....					1				1
King's College, N. S., Canada.....					1				1
Koto Shogio Gakko, Japan.....					1				1
London University, England.....							1		1
Lycée, Braila, Roumania.....			2						2
Lycée Gakko, France.....						1			1
McGill University, Canada.....						1			1
Madras University, India.....			1	1		2			2
Meiji Gakin, Japan.....						2		1	1
Oxford University, England.....							1		1
Queen's University, Canada.....					2	1	2		5
Real Gymnasium, Worms, Germany.....			1						1
Realschule, Pécs, Hungary.....			1						1
St. Andrews College, Scotland.....						1			1
Semmon Gakko, Tokio, Japan.....					1				1
South Africa School of Mines, Kimberley.....			1						1
South African College, Cape Town.....			1						1
Syrian Protestant College.....						1			1
Technological Institute of Nicholas I., St. Petersburg.....							1		1
Tientsin University, China.....					1		2		3
Tokio Higher Normal School.....							1		1
Trinity College, Canada.....						1			1
University College, Toronto, Canada.....					1				1
University of Adelaide, Australia.....							1		1
University of Antioquia, South America.....			1						1
University of France.....						1			1
University of Havana.....			1						1
University of Leipzig.....						1	1		2
University of Münster.....							1		1
University of Paris.....		1							1
University of Tokio.....					2	4			7
University of Toronto.....			1		1				1
University of Vienna.....					1				1
Waseda University, Japan.....						1			1
Total graduates of foreign institutions.....			1	7	7	23	25	15	78

TABLE VI (*continued*)

## (c)—SUMMARY

1904-1905

	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
Total graduates of domestic institutions.	2	294	247	74	167	500	170	21	1475
Total graduates of foreign institutions.	....	1	7	7	23	25	15	....	78
Grand total graduates of higher institutions.	2	295	254	81	190	525	185	21	1553
Deduct for graduates of more than one institution.	....	9	4	3	41	96	19	3	175
Total students holding degrees.	2	286	250	78	149	429	166	18	1378
Total students enrolled.	534	341	555	601	162	449	171	122	2935
Percentage holding degrees, 1905.	.4	83.9	45.0	13.0	92.0	95.5	97.1	14.8	47.0
Percentage holding degrees, 1904.	.6	70.8	43.8	17.4	95.4	100.0	98.1	18.9	45.8

TABLE VII  
NATURE OF DEGREES HELD BY STUDENTS

DEGREES	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Fine Arts	Total
Bachelor of Arts.	....	236	175	45	109	336	70	14	985
" " (Foreign equivalent).	....	25	48	3	15	14	2	4	34
" Science.	....	1	25	25	12	46	69	4	229
" " (Foreign equivalent).	....	18	12	2	7	24	1	2	70
" Philosophy.	....	3	3	1	6	8	3	1	23
" Letters.	....	1	1	1	10	12	1	1	23
" Pedagogy.	....	1	1	1	2	4	1	1	2
" Divinity.	....	1	1	1	2	4	1	1	2
" Sacred Theology.	....	5	5	1	2	4	1	1	15
" Laws.	....	1	1	1	5	3	4	1	14
Doctor of Medicine.	1	1	4	1	1	1	1	1	8
Graduate in Pharmacy.	....	1	1	1	1	1	1	1	1
Doctor of Pharmacy.	....	1	1	1	1	1	1	1	1
" Dental Surgery.	....	1	1	1	1	1	1	1	1
Bachelor of Engineering.	....	1	1	3	1	1	5	1	11
Civil Engineer.	....	1	1	1	1	1	3	1	4
Electrical Engineer.	....	1	1	1	1	1	3	1	4
Mechanical Engineer.	....	1	1	1	1	1	3	1	4
Mining Engineer.	....	1	1	1	1	1	3	1	9
Master of Arts.	....	16	5	43	141	33	2	2	240
" Science.	....	1	2	2	1	3	9	1	16
" Pedagogy.	....	1	1	1	1	3	4	1	4
" Laws.	....	1	1	1	1	1	3	1	2
Doctor of Philosophy.	....	1	1	1	2	9	3	1	15
" Pedagogy.	....	1	1	1	1	3	4	1	4
" Jurisprudence.	....	1	1	1	1	1	1	1	1
Total degrees held.	2	307	258	83	217	608	222	24	1721
Deduct for students holding more than one degree.	....	21	8	5	68	179	56	6	343
Students holding degrees, 1905.	2	286	250	78	149	429	166	18	1378
Students holding degrees, 1904.	3	272	295	113	145	410	105	17	1360

TABLE VIII  
AGE OF COLLEGE AND APPLIED SCIENCE STUDENTS AT THE BEGINNING OF THE ACADEMIC YEAR, 1904-1905

Year	College:	Number in class		Median age	Months		
		Average age	Years				
1904-05	Freshman...	1 24	44	23	5		
	Sophomore...	2 15	37	35	14		
	Junior...	1 20	40	28	13		
	Senior...	1 14	27	25	22		
	Specials...	2 5	6	8	12		
	Applied Science:	1 15	50	41	20		
	First Year...	1 15	33	33	17		
	Second Year...	1 15	14	44	37		
	Third Year...	3 3	14	9	14		
	Fourth Year...						

TABLE IX

**CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE COURSES**

TABLE IX (*continued*)

## OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

The median age of the College Freshmen has decreased from 18 years, 3 $\frac{3}{4}$  months, in 1904, to 18 years, 1 month in 1905, and the median age of first-year students under the Faculty of Applied Science has decreased from 19 years, 6 months, in 1904, to 19 years, 2 months, in 1905. In 1899 the average age of College Freshmen was 18 years, 1 $\frac{1}{2}$  months; in 1894, 17 years, 6 months.

Table IX. indicates the proper classification of the students who attended one or more courses of instruction in the various departments. In the detailed departmental statistics, which have been prepared, but are omitted in this report, the enrolment in the various courses of instruction given during the year by the departments has been indicated, reference being made to units of instruction. In Table IX. the repetitions caused by students pursuing more than one course in any department are removed, and this table thus furnishes a better criterion of the nature of any departmental clientele than the individual tables can.

From the table it will be seen that the Department of Chemistry gives instruction to the largest number of students in courses conducted under the auspices of the Corporation during the winter term, no account being taken in the table of courses given at Barnard or at Teachers College. Leaving the medical departments out of consideration, the departments of mechanical engineering, mathematics, and English, all of which impart instruction to over five hundred students, follow chemistry in the order named. The Department of English draws the greatest number of students in the College, followed by the Departments of History, Germanic Languages, Latin, Mathematics, Romance Languages, and Economics, all of which instruct over two hundred College students.

TABLE X

CLASSIFICATION OF STUDENTS REGISTERED IN THE FACULTIES OF  
POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

*A—Faculty of Political Science*

	Candidates for degrees		Non-candidates		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
Primarily registered.....	77	29	16	2	93	31	124
Seminary Students	30	0	5	0	35	0	35
Law.....	93	0	0	0	93	0	93
Instructors.....	2	1	0	0	2	1	3
Total.....	202	30	21	2	223	32	255

*B—Faculty of Philosophy*

	Candidates for degrees		Non-candidates		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
Primarily registered.....	138	116	10	10	148	126	274
Teachers College..	76	30	0	0	76	30	106
Seminary Students	52	0	4	0	56	0	56
Law.....	1	0	0	0	1	0	1
Instructors.....	8	4	0	0	8	4	12
Total.....	275	150	14	10	289	160	449

*C—Faculty of Pure Science*

	Candidates for degrees		Non-candidates		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
Primarily registered.....	103	28	13	1	116	29	145
Botanical Garden.	2	1	0	0	2	1	3
Applied Science ..	13	0	0	0	13	0	13
Medicine.....	28	0	1	0	29	0	29
Law.....	1	0	0	0	1	0	1
Instructors.....	22	1	0	0	22	1	23
Total.....	169	30	14	1	183	31	214

TABLE XI

## A—POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE (TOTAL)

	Candidates for degrees		Non-candidates		Total		Grand Total
	Men	Women	Men	Women	Men	Women	
Political Science...	202	30	21	2	223	32	255
Philosophy.....	275	150	14	10	289	160	449
Pure Science.....	169	30	14	1	183	31	214
Total.....	646	210	49	13	695	223	918

## B—POLITICAL SCIENCE, PHILOSOPHY, AND PURE SCIENCE

OMITTING STUDENTS REGISTERED IN THE PROFESSIONAL FACULTIES OF LAW, MEDICINE,  
AND APPLIED SCIENCE

	Candidates for degrees		Non-Cand.		Total		Grand Total 1905	Grand Total 1904
	Men	Women	Men	Women	Men	Women		
Political Science...	109	30	21	2	130	32	162	154
Philosophy .	275	150	14	10	289	160	449	431
Pure Science	127	30	13	1	140	31	171	107
Total.....	511	210	48	13	559	223	782	692

TABLE XII

MAJOR SUBJECTS OF STUDENTS IN THE FACULTIES OF POLITICAL SCIENCE,  
PHILOSOPHY, AND PURE SCIENCE

Administrative Law.....	13
American History.....	29
Ancient History.....	3
Anthropology.....	7
Bacteriology.....	1
Botany.....	15
Chemistry.....	36
Chinese.....	5
Civil Engineering.....	10
Classical Archæology.....	3
Comparative Literature.....	17
Constitutional Law.....	64
Education.....	106
Electrical Engineering.....	2
English Language and Literature.....	92
European History.....	29
Geology.....	19
Germanic Languages and Literatures.....	28
Greek Language and Literature.....	18
Indo-Iranian Languages.....	3
International Law.....	14
Latin Language and Literature.....	40
Mathematics.....	17
Mechanical Engineering.....	6
Mechanics.....	8
Medicine (Rule 10).....	29
Metallurgy.....	4
Mining.....	13
Palæontology.....	1
Philosophy.....	58
Physics.....	23
Physiological Chemistry.....	3
Political Economy.....	35
Political Philosophy.....	3
Psychology.....	19
Roman Law and Comparative Jurisprudence.....	3
Romance Languages and Literatures.....	29
Semitic Languages.....	24
Sociology and Statistics.....	62
Zoölogy.....	27
Total.....	918

During the academic year 1904-1905 the University conferred honors on 1043 individuals, to whom were granted 1181 degrees and diplomas. This information is summarized in Table XIII.

TABLE XIII

DEGREES AND DIPLOMAS GRANTED, 1904-1905

	Men	Women	Total
<b>A. Degrees conferred in course</b>			
Bachelor of Arts.....	106	83	189
" Laws.....	119	.....	119
" Science (Education).....	19	60	79
" " (Architecture).....	5	.....	5
" " (Chemistry).....	3	.....	3
Engineer of Mines.....	47	.....	47
Civil Engineer.....	17	.....	17
Electrical Engineer.....	19	.....	19
Mechanical Engineer.....	11	.....	11
Metallurgical Engineer.....	1	.....	1
Doctor of Medicine.....	185	.....	185
Pharmaceutical Chemist.....	3	.....	3
Master of Arts.....	143	54	197
Master of Laws.....	1	.....	1
Doctor of Philosophy.....	34	4	38
<b>Total.....</b>	<b>713</b>	<b>201</b>	<b>914</b>
<i>Deduct duplicates *</i> .....	<i>21</i>	<i>1</i>	<i>22</i>
<b>Total individuals receiving degrees in course.....</b>	<b>692</b>	<b>200</b>	<b>892</b>
<b>B. Honorary degrees</b>			
Master of Science.....	2	.....	2
Doctor of Laws.....	28	.....	28
" Letters.....	1	.....	1
" Sacred Theology.....	1	.....	1
" Science.....	14	.....	14
<b>Total.....</b>	<b>46</b>	.....	<b>46</b>
<b>C. Teachers College diplomas granted</b>			
Bachelor's diploma in education.....	36	161	197
Master's " " .....	11	6	17
Doctor's " " .....	7	.....	7
<b>Total.....</b>	<b>54</b>	<b>167</b>	<b>221</b>
<b>Total degrees and diplomas granted.....</b>	<b>813</b>	<b>368</b>	<b>1181</b>
<i>Deduct duplicates †.....</i>	<i>53</i>	<i>85</i>	<i>138</i>
<b>Total individuals receiving degrees and diplomas.....</b>	<b>760</b>	<b>283</b>	<b>1043</b>

\* Distributed as follows: A.B. and A.M., 4 men, 1 woman; LL.B. and A.M., 12; M.D. and A.M., 2; C.E. and A.M., 3.

† In addition to those noted under \*, the following duplications occur: Two Bachelor's Diplomas in Education, 1 man, 2 women; A.B. and Bachelor's Diploma, 6 men, 42 women; B.S. and Bachelor's Diploma, 9 men, 29 women; A.M. and Bachelor's Diploma, 4 women; A.M. and Master's Diploma, 9 men, 7 women; Ph.D. and Doctor's Diploma, 7 men.

Table XIV. is of a comparative nature, indicating the number of different degrees granted during the past five years.

TABLE XIV

NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1900-1905

	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905
<b>A. Degrees conferred in course:</b>					
Bachelor of Arts (men).....	84	109	101	102	106
" " (women).....	50	50	47	80	83
" Laws.....	99	110	115	110	119
" Science (Education).....	9	17	27	39	79
" " (Architecture).....	10	15	7	10	5
" " (Chemistry).....	8	6	10	4	3
Engineer of Mines.....	14	17	19	38	47
Civil Engineer.....	16	11	13	22	17
Electrical Engineer.....	19	23	17	23	19
Mechanical Engineer.....	13	21	19	21	11
Metallurgical Engineer.....		1	2	1	1
Doctor of Medicine.....	147	145	168	178	185
Pharmaceutical Chemist.....					3
Master of Arts.....	109	155	147	160	197
Master of Laws.....	2		1		1
Doctor of Philosophy.....	26	33	39	28	38
Total.....	606	713	732	816	914
Deduct duplicates.....	10	10	15	16	22
Total individuals receiving degrees.....	596	703	717	800	892
<b>B. Honorary degrees:</b>					
Master of Arts.....	1		1	1	
" Science.....	2				2
Doctor of Laws.....	2	4	4	2	28
" Letters.....			1	1	1
" Sacred Theology.....			1	1	1
" Science.....	1	1	2	1	14
Total.....	6	5	9	6	46
<b>C. Teachers College diplomas granted:</b>					
Higher diploma in education.....	3	4			
Bachelor's diploma in education.....	86	104	105	140	197
Master's " " .....		28	19	23	17
Doctor's " " .....		3	3	1	7
Total.....	89	139	127	165	221
Total degrees and diplomas granted .....	701	857	868	987	1181
Deduct duplicates.....	40	69	73	112	138
Total individuals receiving degrees and diplomas.....	661	788	795	875	1043

Table XV. shows the chief specialties (major subjects) of the recipients of higher degrees (A.M. and Ph.D.) at Commencement, and the number of such degrees granted under each faculty.

TABLE XV

(A)—SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1904-1905

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law.....	6	...	...	...	6
American History.....	6	6	2	1	15
Ancient History.....	...	...	1	...	1
Anthropology.....	1	1	...	...	2
Architecture.....	1	...	...	...	1
Botany.....	...	2	1	...	3
Chemistry.....	13	1	...	...	14
Civil Engineering.....	3	...	...	...	3
Classical Archaeology.....	...	...	...	1	1
Comparative Literature.....	...	2	...	...	2
Constitutional Law.....	21	...	1	...	22
Education.....	22	14	10	...	46
English.....	9	11	1	...	21
European History.....	5	4	...	1	10
Geology.....	6	...	...	...	6
Germanic Languages.....	6	2	1	...	9
Greek.....	...	3	...	...	3
Indo-Iranian Languages.....	1	...	...	...	1
International Law.....	4	...	1	...	5
Latin.....	1	2	...	...	3
Mathematics.....	1	1	...	1	3
Mechanical Engineering.....	1	...	...	...	1
Mechanics.....	...	...	1	...	1
Medicine.....	2	...	...	...	2
Metallurgy.....	1	...	...	...	1
Mining.....	3	...	...	...	3
Palaeontology.....	2	...	...	...	2
Philosophy.....	5	...	2	...	7
Physics.....	...	1	1	...	2
Physiological Chemistry.....	1	...	...	...	1
Political Economy.....	6	...	4	...	10
Political Philosophy.....	1	...	...	...	1
Psychology.....	1	...	3	...	4
Roman Law and Comparative Jurisprudence.....	1	...	1	...	2
Romance Languages.....	...	2	1	...	3
Semitic Languages.....	5	...	...	...	5
Sociology and Statistics.....	5	2	1	...	8
Zoölogy.....	3	...	2	...	5
Total.....	143	54	34	4	235

(B)—HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science.....	55	12	11	2	80
Philosophy.....	51	37	18	1	107
Pure Science.....	36	5	5	1	47
Fine Arts.....	1	...	...	...	1
Total.....	143	54	34	4	235

## SUMMER SESSION, 1905

## STATISTICAL SUMMARY

## A—STUDENTS CLASSIFIED ACCORDING TO SEX

	General	Medical	Total	
Men.....	456	46.72 %	42	498
Women.....	520	53.28 %	—	520
Total.....	976	100.00 %	42	1018

## B—STUDENTS CLASSIFIED AS OLD AND NEW

	General	Medical	Total	
Previously registered..	397	40.68 %	32	429
New students. 579	59.32 %	10	589	57.86 %
Total....	976	100.00 %	42	1018

## C—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

	No. of Students	Percentage
North Atlantic Division:		
Connecticut.....	13	
Maine.....	3	
Massachusetts.....	29	
New Hampshire.....	1	
New Jersey.....	83	
New York:		
Outside of New York City.....	90	
New York City:		
Manhattan and the Bronx.	310	
Brooklyn.....	99	
Queens.....	16	
Richmond.....	4 429	
	519	
Pennsylvania.....	44	
Rhode Island.....	2	
Vermont.....	3	
	697	71.41 %

## South Atlantic Division:

Delaware.....	1	
District of Columbia.....	6	
Florida.....	6	
Georgia.....	28	
Maryland.....	27	
North Carolina.....	14	
South Carolina.....	7	
Virginia.....	13	
West Virginia.....	2	
	104	10.66 %

## South Central Division:

Alabama.....	11	
Kentucky.....	15	
Louisiana.....	2	
Mississippi.....	2	
Oklahoma.....	1	
Tennessee.....	3	
Texas.....	8	
	42	4.30 %
Carried forward.....	843	86.37 %

	No. of Students	Percentage
Brought forward.....	843	86.37 %
North Central Division:		
Illinois.....	7	
Indiana.....	19	
Iowa.....	8	
Kansas.....	5	
Michigan.....	5	
Minnesota.....	4	
Missouri.....	14	
Nebraska.....	2	
Ohio.....	24	
Wisconsin.....	3	
	—	91      9.32 %
Western Division:		
Arizona.....	1	
California.....	3	
Colorado.....	10	
Idaho.....	1	
Montana.....	1	
Oregon.....	1	
Utah.....	7	
Washington.....	4	
	—	28      2.87 %
Foreign Countries:		
Argentine Republic.....	1	
Brazil.....	1	
Canada.....	4	
England.....	1	
Holland.....	1	
India.....	1	
Japan.....	1	
Peru.....	1	
South Africa.....	2	
Turkey (in Asia).....	1	
	—	14      1.44 %
	—	976      100.00 %

Of the medical students, 21 came from New York (17 from Greater New York), 4 from New Jersey, 1 from Connecticut, 5 from Pennsylvania, 2 from Tennessee, and 1 each from Massachusetts, Maryland, Illinois, Indiana, Ohio, Missouri, Texas, California, and the Hawaiian Islands.

#### D—STUDENTS CLASSIFIED ACCORDING TO PREVIOUS PREPARATION

Of the 976 students at Morningside Heights, 290 held 372 degrees, which were distributed as follows:

193 A.B.	11 Pd.M.
58 B. S.	7 LL.B.
53 A.M.	7 Mech.E.
13 Ph.B.	30 Miscellaneous.

The college graduates therefore constituted 30 per cent. of the student body at Morningside Heights, as against 24 per cent. in the first year of the session (1900).

Thirty-six of the medical students were graduates of colleges or medical schools.

## E—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

	No. of Students	Percentage of Total Enrolment
Elementary schools.....	297	30.43
Secondary schools.....	160	16.40
Higher educational institutions.....	42	4.30
Normal schools.....	49	5.02
Superintendents.....	12	1.23
Special teachers.....	45	4.61
Private school teachers.....	17	1.74
	622	63.73
Not engaged in teaching.....	354	36.27
	976	100.00

Of the medical students, 9 were physicians, 32 were students at the College of Physicians and Surgeons, and 1 was a student at a technical school.

## F—AGGREGATE ATTENDANCE ON COURSES

Subjects	No. of Courses	No. of Registrations	Percentage of Total Enrolment
Chemistry.....	8	156	6.56
Domestic Science.....	2	35	1.47
Economics.....	2	12	.50
Education.....	11	474	19.91
English.....	8	278	11.68
Geography.....	2	49	2.06
Geology.....	3	19	.80
German.....	11	201	8.44
Greek.....	3	10	.42
History.....	4	88	3.70
Latin.....	4	55	2.31
Manual Training.....	5	134	5.63
Mathematics.....	8	210	8.82
Mechanical Drawing.....	4	38	1.60
Music.....	4	47	1.97
Nature Study.....	1	23	.96
Philosophy.....	4	42	1.76
Physical Education.....	9	157	6.59
Physics.....	6	96	4.03
Physiology.....	3	19	.80
Psychology.....	4	91	3.82
Romance Languages.....	9	114	4.79
Sociology.....	2	33	1.38
Total.....	117	2381	100.00

## G—AGGREGATE ATTENDANCE ON COURSES, 1900-1905

Subjects	Total enrol'nt 1900	Total enrol'nt 1901	Total enrol'nt 1902	Total enrol'nt 1903	Total enrol'nt 1904	Total enrol'nt 1905
Anthropology.....	—	—	—	13	13	—
Botany.....	28	—	—	—	—	—
Chemistry.....	—	—	59	72	119	156
Domestic Science.....	—	—	—	—	14	35
Economics.....	—	—	—	21	28	12
Education.....	458	495	462	702	369	474
English.....	237	238	174	280	295	278
Fine Arts.....	—	45	59	59	—	*
Geography.....	59	—	38	—	55	49
Geology.....	—	—	—	25	21	19
German.....	—	67	101	152	174	201
Greek.....	—	—	—	—	—	10
History.....	15	71	51	134	122	88
Latin.....	—	14	51	50	67	55
Manual Training.....	21	44	72	112	124	134
Mathematics.....	73	71	108	164	217	210
Mechanical Drawing.....	—	—	—	—	35	38
Music.....	—	—	—	48	34	47
Nature Study.....	—	—	21	23	19	23
Philippine Islands.....	—	—	—	11	—	—
Philosophy.....	24	58	53	62	48	42
Physical Education.....	42	67	88	105	149	157
Physics.....	40	56	82	68	86	96
Physiology.....	—	—	—	10	23	19
Psychology.....	88	155	89	92	138	91
Romance Languages.....	—	20	51	110	98	114
Sociology.....	—	—	—	—	—	33
Total.....	1085	1401	1559	2313	2248	2381
Number of courses given.	28	43	59	78	111	117

\* A lecture course in Fine Arts was given in 1905, but students were not required to register for it, as no credit was allowed.

Respectfully submitted,

RUDOLF TOMBO, JR.,

*Registrar.*

## REPORT OF THE SUPERINTENDENT OF BUILDINGS AND GROUNDS

*To the President of Columbia University  
in the City of New York,*

SIR:

I beg to submit herewith the report of the Department of Buildings and Grounds for the year ending June 30, 1905.

The year which has just drawn to a close has been marked by great activity in the construction of our new buildings. During the early part of the year work had progressed so favorably on the Chapel, Hartley, and Livingston Halls, the School of Mines, and the Thompson Building that it was possible to lay the corner-stones of the first four and to dedicate the last named on October 31st, during the commemoration of the 150th anniversary of the founding of King's College,—surely an enviable record for one day. The site of the Chapel had previously been consecrated by the Archbishop of Canterbury on September 28th.

The Thompson Memorial Building for physical education at Teachers College was completed in October after a troubled history of strikes and lockouts. Its great usefulness has been amply demonstrated throughout the past year. Of the other four buildings under construction the Chapel has made the least satisfactory progress, due in part to the peculiarity of its construction, which made it inadvisable to proceed with the work during the winter months. The University has been fortunate in securing for the Chapel by gift during the year three memorial windows, by John La Farge, for the chancel, the north transept window, as a memorial to President Barnard, and a fine organ. It is hoped that the Chapel will be completed by Christmas. Work on the new

residence halls, Hartley and Livingston, has progressed very satisfactorily during the past six months, after having been delayed in the autumn by labor troubles. It is absolutely necessary that these buildings shall be completed when the University opens in the autumn, and while there is still much to be done, it is confidently hoped that they will be ready on time.

The residence halls appear to have been very well received by the student body, some two hundred rooms having been assigned in the first allotment, notwithstanding the unfinished condition of the buildings. The fact that two and three room suites formed a large proportion of the assignments has also been a source of gratification, as this means that the majority of the students who occupy them will not be compelled to study and sleep in the same rooms. The donors of Hartley Hall have expressed their satisfaction and pleasure with the way in which that building has developed, and everything now points to a successful inauguration of the dormitory system at Columbia.

The success of the residence halls will depend in no small measure upon the attractiveness of the University Commons, University and we are again brought face to face with the need Commons of an adequate building for this purpose. Either University Hall should be completed or a separate building erected on South Field. For the present, our efforts must be restricted to improving the present restaurant by decorating the large dining-room, by greatly increasing its equipment, and by securing a competent caterer. The various systems employed in the Commons in other universities have received careful study, and it is hoped that we may be able to adopt their most satisfactory features.

In order to provide for the necessary healthful recreation of the men who will live in the residence halls, South Field South is being regraded; lawn tennis courts, a football Field and baseball practice field, a running track, and handball courts are either now under construction or will soon be built. They will be so arranged as to occupy space which will not be required for buildings for some years to come.

Progress on the School of Mines was also delayed in the autumn by labor troubles and by changes in the interior arrangement of the building tending to increase its efficiency. As work is now progressing satisfactorily, barring accidents or strikes, it will be ready for occupancy in September. The equipment for this building, which is essentially of a special and expensive character, is under construction and must be provided for from the funds of the University unless its cost is assumed by generous friends or alumni of the School of Mines.

Satisfactory progress has therefore been made in most of the buildings begun, but the year has been made memorable by producing a building long needed for Columbia College. A gift of \$500,000 by a generous donor made this possible, and on May 2, 1905, the first spadeful of earth was turned for the building to be known as Hamilton Hall. This building, located on the south-westerly corner of 116th Street and Amsterdam Avenue, will extend 250 feet along the street and 52 feet along the avenue, with a maximum width of 57 feet. It will comprise a basement and five stories, with a mezzanine floor between the second and third stories. The basement will be occupied by the heating and ventilating apparatus, lavatories, and locker rooms. The upper floors will be divided into some fifty-four studies and thirty-three class-rooms, the latter having a simultaneous seating capacity for 2500 students. The work of excavating is now well under way, and the contracts for the building are ready for execution. This building will be built of overburned brick and limestone to correspond with the present science buildings and residence halls, but will be more monumental in character than these buildings, recalling in its façades the architecture of the Library. Barring labor troubles it should be ready for occupancy in September, 1906. With Hartley and Livingston, Hamilton Hall will make the third of six buildings to be eventually erected on the easterly side of South Field, which will form the Columbia College group, where the College will have its own recitation halls, residence halls, and quadrangle.

During the year great hope was entertained that sufficient

funds might be secured for the erection of a Law School building. It is with keen disappointment that the year has drawn to a close without the realization of this hope, and with the prospect of relieving the congestion in the Library building still further postponed. The site at the northwesterly corner of 116th Street and Amsterdam Avenue has been set aside for this building. In order that this site may be immediately available when the necessary funds Moving of are secured, the old brick building which now occupies it, and which has been renamed East Hall, will be moved during the coming summer about 175 feet northwest of its present location, and will stand about 40 feet east of the Library and about the same distance south of the Chapel.

The burning of the temporary building of the National Academy of Design at 110th Street and Amsterdam Avenue Proposed in March gave us an opportunity of offering to the Fine Arts Academy the use of our buildings for their classes, Building which were carried on here until the end of the academic year. It was due probably in no small measure to this intimate contact with the University, and to the consequent realization of the great advantages offered by our University plant and environment, that the agreement between the Academy and the University was brought to a consummation. As a result, it is proposed to erect a Fine Arts building at the southeasterly corner of Broadway and 116th Street as soon as the necessary amount, \$500,000, is provided. Subscriptions have already been received, and if the helpful assistance of those interested in the Fine Arts is forthcoming, work on this building may be undertaken during the coming year.

I regret to be compelled to report, that while the plans for the School of Journalism are prepared and ready for approval, nothing has been done during the past year looking toward its erection. I am sure that this is the cause of great disappointment to the entire University, particularly as it deprives us of the use of a much-needed building.

The completion of the buildings now under construction

and of those proposed as outlined above naturally calls for an increase in the capacity of the boilers and dynamos in our central power plant. Fortunately, this growth was provided for, so that it will be necessary only to place the additional equipment in the place reserved for it in the original design. As our buildings are being erected at a constantly increasing distance from the power plant, it has been found desirable to make a change in our existing system of electrical generation and distribution. During this summer the dynamos in the central plant will therefore be altered from the 115-volt to the 230-volt type, and the distributing mains will be changed from the two-wire to the three-wire system. This will effect a saving of over \$20,000 in the cost of the electric feeders to the buildings now under construction, and this saving will pay for the entire cost of the new machinery and for the changes in the old equipment. The saving which the change will effect in the cost of the electric mains to the remainder of the buildings contemplated in our general plan will easily exceed \$100,000.

During the past year the University received a very important and useful gift of a large plaster group model, of the entire site on Morningside Heights, the scale being one quarter of an inch to the foot. It will include models of all the buildings of Columbia, Barnard, and Teachers Colleges, both present and proposed, accurately executed in detail. A temporary building to enclose it has been erected between Havemeyer and West Halls, and a part of the model was ready for exhibition on Commencement Day. It is expected that the remainder will be completed in the autumn.

During the past year considerable thought and study have been given by the Trustees of Barnard College to the plan for the development of the Milbank Quadrangle, and much progress has been made toward the solution of this very important problem. Barnard College is still without a dormitory, and this forms one of its greatest needs at the present time.

At Teachers College there is need of an additional building

on 121st Street, east of and connecting with the Macy Manual Arts Building. The erection of this building will also make Teachers it possible to increase the coal-storage capacity, College now very inadequate, for the Teachers College power plant. At the Speyer School it is proposed to change, during the coming summer, the method of lighting and power from gas to electricity, and this should result in a marked improvement in the ventilation of the class-rooms.

The operation of the buildings and plant at the Medical School and at the College of Pharmacy has proceeded during The Schools of Medicine and of Pharmacy the past year without incident, except for the fitting up of a laboratory for Surgical Research at the Medical School, and the installation of additional furniture and equipment in the lecture-rooms and laboratories at the College of Pharmacy to accommodate the increase in the student-body. When the management of the latter building was assumed by the University, it was found that the plant was so well organized and so economically administered that there was little to do but to follow along the lines laid down by the Curators.

Attention is again drawn to the need of sufficient endowment for the operation and maintenance of our new buildings, especially the Chapel, the School of Mines, Hamilton Hall, and the Thompson Building; also to a number of important needs of the University which could very well take the form of class memorials or individual gifts: Of the latter I might name:

Two massive bronze torchères for lighting South Court, to be placed on the buttresses of the steps leading to the main entrance to the Library.

Two granite fountains to be placed in the basins already provided in South Court.

A flagstaff with bronze and marble base corresponding to the present staff, to stand southeast of the Library, from which we may fly the new Columbia flags which have been presented to the University.

Ornamental iron gates, with their granite posts, corresponding to the Mapes Memorial Gates, to be erected at the 119th Street entrance on Amsterdam Avenue.

Two bronze torchères to be placed at the entrance to the School of Mines.

Two bronze torchères to be placed at the Chapel entrance.

A memorial window for the south transept of the Chapel.

It is with much satisfaction that I am able to note progress in two matters mentioned in my last report, *i. e.*, the prospective use of our buildings and plant throughout the entire twelve months in the year, and the intelligent and systematic development of our grounds. A committee appointed to consider the question of a summer term for our various schools reported favorably so far as the Law School was concerned, and the matter has been referred to the Law faculty. There is no doubt in my mind that if one of our Schools carries out the plan, the rest will surely follow, and our extensive plant will be put to its fullest use. The University has been fortunate in having secured the services of Mr. Frederick Law Olmsted, Jr., who will prepare during the coming summer a detailed report and plan, dealing with the present needs and the future development of the planting on our grounds in its relation to our architectural scheme and to the exposure of our site to the severe northwest winds, which have played havoc with our shrubs and trees.

Respectfully submitted,

FREDERICK A. GOETZE,

*Superintendent of Buildings and Grounds.*

## LIBRARY

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### REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1905

*To the President of Columbia University  
in the City of New York,*

SIR:

I have the honor to submit the report of this Library for the year ending June 30, 1905.

Apparently the year which is just closing has been one of steady growth on the part of the various libraries, and **Allied Libraries** of at least reasonable satisfaction on the part of officers and students. The continued and necessary occupancy of the main library building in so large part for instructional purposes, and the financial limitations which have marked the fiscal year in all departments of the University, have combined to make any special progress or noteworthy advance here quite impossible. In fact, the more important changes during the year have been made in the allied libraries. The administration of the Bryson, Teachers College, has been more than usually successful in all details, and the results of the year have been accepted as most satisfactory in every way. The custodian of the Horace Mann library has proved an admirable disciplinarian, and the work of that room has gone forward in a peculiarly quiet and orderly manner. The additional room found for the Ella Weed Library, Barnard College, has been very helpful: and the efficiency of that library has been greatly enhanced by the

services of its custodian—one of the most experienced and approved members of the staff of the Boston Public Library, coming to us by a most fortunate chance for the present year, and to remain with us, we hope, until the summer of 1906. The library at the College of Pharmacy has been open for the first time in several years, and, under the care of a competent custodian, who has given it her entire time, has been reclassified and catalogued; as far as possible the lacunæ in serial sets have been supplied, and the room has been continually occupied as a study-room by the students of the College. Some doubt was expressed as to how this privilege and opportunity would be accepted and used, but there has been no ground for criticism, and the renewed privileges have been gratefully received and keenly appreciated by both officers and students. There has been a quite marked increase in the use of the student reference library at the College of Physicians and Surgeons, both day and evening, as will appear from the report of its custodian. The faithfulness, loyalty, and efficiency of those placed in charge of these libraries have been fully demonstrated, and I desire to record in this formal manner my appreciation of the service itself and of the spirit in which it has been rendered.

The details of this work have been reported to the respective Deans.

The most important single accession to the University Library has been the loan and deposit of the library of the Reform Club of this city. This valuable collection of some fifteen thousand volumes, while duplicating in part titles already upon our shelves, places within convenient reach of our officers and students what is probably the most complete collection in this country of authorities on municipal administration, sound currency, and on the tariff. Of these three, to the first has been given the greatest attention, and this is the largest and most complete portion of the collection. It has been impossible to do other than shelve this library in the general stack-room, below the Reading-Room on the main floor: but at the earliest possible moment we have promised to give it a room of its own, and place it in the hands of a competent custodian.

What may be done and what ought to be done with such a collection as this, to which we may properly add our own **A Desirable** very large number of volumes on the same subjects, **Public Service** is so clearly set forth in an article which appeared in a recent number of the *Municipal Journal and Engineer* (June, 1905, pp. 274-276), that I venture to make the greater portion of this a part of this report:

"Our decentralized system of local self-government has one serious defect—there is no adequate provision for the collection and distribution of information upon municipal matters. Each city proceeds independently and attempts to solve its problems in its own way; not because it is indifferent to what other cities have done or because it has no faith in their methods, but because it neither knows that the same problem has appeared elsewhere, nor has the means of ascertaining what success has been attained. Possibly, if the problem is one of unusual importance, the chief of a department, or a delegation from the city council, is sent upon a tour of investigation. But this process is very expensive, sometimes fruitless, and usually impracticable. The labor and expense are often still further increased by lack of information as to what cities should be visited. Remote location or a difference in language may constitute other barriers.

"As a result there is waste, inefficiency, unnecessary experimentation. Even an honest, progressive city official is often seriously handicapped by the inadequacy of his knowledge about other cities and other progressive movements. Private organizations and individuals interested in municipal affairs, in order not to advocate mistaken policies, must also have the latest and most complete data. But their collection is often so expensive, when the limited area affected is considered, that it is impossible.

"The remedy for these conditions is a central bureau into which would be gathered the publications of the cities of the world, specially prepared reports upon city problems, the periodic literature upon municipal affairs, the bulletins of civic organizations—in a word, all the data in every conceivable form which deals directly or indirectly with the character and administration of cities. This material would be appropriately catalogued, analyzed, digested, and made available for every applicant. From this centre there would flow to each public body, city department, organization, or citizen a stream of information in reply to inquiries. For special reports, requiring unusual research and investigation, a mod-

erate charge might be made to cover the exact cost of their preparation. Duplication of effort, experiments, and investigations would thus be avoided and the experience of the civic world made readily accessible to all.

"Every journal which deals with municipal matters will testify to the demand for such service. Their offices are bombarded with queries which they do not have the time to answer if they have the facilities for collecting the material. Chasers for information, often duplicating the work of others, acting independently, pester city officials and citizens. Statistics are collected at great expense and labor by some one body only to be buried in their records, because they are not made known and accessible to the general public. What is needed is a Bureau of Research and Information, to focus the efforts and become the recognized centre from which one may secure data on every phase of municipal life."

"The most natural location for such a Bureau is New York City. Its library facilities are unequalled. Here are the collections of the Reform Club, the Public Library, the Historical Society, the American Society of Civil Engineers, the Geographical Society, Columbia University, and many private libraries devoted to special subjects. New York City is also the American city most accessible to Europe, the one always visited by prominent experts from abroad, the centre of the publishing trade, and of all movements of national scope and of business and commerce; so that here one comes most quickly, easily, and directly into touch with those persons and sources of information most necessary to such a bureau."

Engagements during the spring, after this library was deposited with us, gave me opportunity to confer with councilmen and other officers in eight of the more prominent cities of this State, and I have also brought the matter quite frequently to the attention of other gentlemen interested in the same line of inquiry. There is unanimous agreement that this University could not perform a greater public service than by undertaking work such as that outlined above. If a gentleman or some gentlemen would give us fifty thousand dollars and the Reform Club would make a grant of the same amount from their own accumulations, in order that their library (combined with our own) might be permanently established in this University with an endowment which would yield a revenue sufficient to command the services of a

thoroughly expert custodian with suitable clerical assistance, Columbia would occupy a unique position and would be easily in the lead in the influence which it could exert upon municipal administration in this country, and in the service which it could render to those who are seeking to advance all higher civic life.

In three President's Reports—1900, pp. 348, 349; 1901, pp. 218, 219; 1902, pp. 248-252—will be found more or less Department discussion of the question of department libraries, Libraries to which I beg leave to call your attention again, because this entire question is ever with us, and has been the subject of constant controversy during the current year. As a statement of general policy, I see no reason to change what has already been said in the Reports referred to above. All policies must be modified to meet existing conditions or emergencies, but such modifications should be understood to be temporary only. A definite line of action is necessarily sought when one looks forward even a hundred years—and in building a great University there should be at least as much foresight as that. Effective administration of a great library seeks to meet most quickly and conveniently the demands of all its patrons. As far as its resources will permit, either by duplication or in any other manner, it will specialize for those whose work falls directly within limited lines. Until it is able to duplicate and to incur unusual expenditures in the way of specialization, such subdividing of library collections must necessarily yield to the more imperative demands of the entire official and student body upon the library as a whole.

Wherever the experiment has been made of scattering the general library by the creation of department libraries, sooner or later, and sooner rather than later, it has failed to satisfy any but a very small number of workers in each department. As the department library has grown, even this small number has found that the best departmental administration leaves much to be desired, and that the oversight of the library by the department wastes the time of officers and of students in fruitless search for books. It is also true that there is always unnecessary loss because of careless borrowing and lending of books and periodicals out of such libraries, and because the

collection as a whole does not and cannot receive intelligent and expert care. The extraordinary expense of a trained attendant for each department library is an absolute necessity.

But as time passes it is a physical impossibility to find the space for the immense collection of books which will accumulate in any department of marked activity and usefulness. Inevitably, because of physical conditions if for no other reason, the department library must be reduced to a collection of reference books only, for use during the hour or day, or at most a portion of the year—with everything else to be found in the central library. In most science departments the complete sets of periodicals and serials alone would soon fill more space than could possibly be given to each department for library purposes.

The constant effort of the authorities, therefore, should be to maintain the central collection intact. The conditions ought to be such that any reader making use of the catalogue and finding a card covering a given title, will know that that title is immediately available to meet his demand unless in the hands of some one who is actually using the book at that time. Otherwise, there is constant delay and disappointment: more than all there is an increasing want of confidence in the story which the catalogue tells, a want of confidence which is disastrous to any serious undertaking.

This whole matter comes up just now because of a consideration of the plans for Hamilton Hall. There is again a demand for the establishment of departmental A College libraries in that building, for the convenience of Library officers and students. The distance from the Library building, and all the other usual arguments, are being put forth in favor of this demand.

I beg leave to suggest that a proper treatment of this subject will involve the use of one of the large rooms at either end of the building, say, on the second floor, as a reference library for Columbia College. In this may be placed the books now in the undergraduate Historical Reading-Room, and any other books available for undergraduate work—either by duplication or by temporary withdrawal from the main

Library. By a system similar to that which enables us to place on special reserve the texts referred to by instructors, this collection could be kept fresh from term to term and from year to year, and would exactly meet the daily demands of both officers and students. A thoroughly trained and expert custodian should have charge of this room, with at least one page, and with local telephone connections with each department. It is not too much to say that the service thus made possible would surpass in convenience and satisfaction any service which could possibly be rendered by and through the departments themselves, with smaller collections in each department: and would be free from the objections to this latter plan, upon the score of extraordinary expense in duplication, or in care, and from the inevitable delay and annoyance caused by the necessary overlapping and interlacing of the interests of departments.

In this connection it seems desirable to say that at the earliest possible moment we ought to bring together at some **Periodical** central place our entire collection of periodicals, **Reading-** both bound and unbound volumes—except as far **Room** as the last or some of the later numbers may be desired by departments, or in the seminar rooms. This suggestion is reasonably sure to meet with opposition on the part of nearly every officer of the University: and yet it is equally certain that if they will consent to such a movement the results will be entirely satisfactory. At present the periodicals, both bound and unbound, are scattered all over the quadrangle. Those in the seminar-rooms of this building are generally available, but those in the departments can be used only for a limited number of hours each day and for a limited number of days in each academic year. The number of those so peculiarly restricted in theme and treatment as to be of value within the limits of a single department only, is very small. By far the greater number contain matter in which several departments, and all officers and students, are more or less interested. Without constant and unnecessary duplication, there is friction and irritation and loss of time and disappointment continually and always on the part of those desiring to use the collection. We lose also the stimulating

effect of massing these at one point, and the decided temptation to read more and other than one intended to read, when more and other are within easy reach. Ours is one of the most complete and most valuable collections of periodicals in the country, covering nearly two thousand titles in all. The benefits of bringing these together in one place, such as the present Law Reading-Room, under a competent custodian, would be almost incalculable. With regard to these, as to books in general, it is undoubtedly true that a few are needed in the laboratories or within constant and immediate reach of instructors: but those should be supplied at departmental expense, and considered as departmental equipment—and when really so needed are very soon worn out. Generally it is not necessary, and it is rarely wise, to discuss plans very far in advance of the hour for action: but this suggestion as to a change of policy in the very near future certainly seems timely.

I beg leave to call your attention to the possibility of bringing together all our public documents—the official publications of the nation and of the States, as well as Public Documents those of cities and the regular reports of public or semi-public organizations, and similar reports and documents issued by other countries. Between the proposed Law Building and the building which is to be erected for Journalism there will be a vault or room, thirty feet wide and two hundred feet long, similar to the room now between Schermerhorn and Fayerweather Halls. The floor at the east end of this room will be nearly if not quite on a level with the street. A large workroom, say thirty by forty feet, well lighted and well ventilated, could be taken off this east end; and the remainder of the room could be used for stacks and storage. This would accommodate about 200,000 volumes—covering our present collection and providing for the increase of many years to come. In the hands of an efficient custodian, accessible to the students either in Law or in Journalism and allied themes, and, of course, subject to the demands of the University public, this collection cared for in this way would easily become one of the most notable features of this Library.

It is impossible to plan wisely the work of this Library without a reasonably intelligent anticipation of its growth, *The Law Library* and this necessarily brings the Librarian in close contact with the work and growth of each department. His own success as an administrator necessarily depends very largely upon his appreciation of the work of each, and upon the extent and accuracy of his information as to the plans and purposes of each.

It seems entirely proper, therefore, that just a word should be said as to the probable development of the School of Law, and the bearings of this upon Library policy. Now that a separate building for that School seems in sight, it is understood that the School itself will take on greater breadth, and will give instruction on lines other than those immediately necessary to prepare men for practice in the courts of this country. Doing no more than this, it would surely fall short of its highest place and usefulness. To be thoroughly versed in the Law, in the largest and best sense of the words, is to know something of the very origin of things, "to catch a glimpse at least of the beginnings of Law even in the ancient religions, to trace the rise of Law and legislation through primitive civilizations, to study the beginnings of custom and the growth of custom into code, to follow Law and legislation from these first faint glimpses into the strong light of modern civilization."

Ultimately the School of Law must become a College of Law, in which there shall be at least two great courses: one in practice, and the other in jurisprudence—if that title is sufficient in itself to cover the work which is in mind. This coming to pass would mean that Columbia University had again established extraordinary standards and was again preparing for extraordinary usefulness. But the foundations of such a library as must necessarily be brought together in order that such work may be even reasonably efficient and satisfactory, ought to be laid at once. If possible, the Law Library should be sent to its new location with a special fund of not less than ten thousand dollars; and a year is none too much time in which to prepare for this expenditure.

The exhibits of the year, held under the general direction of

the Bibliographer of the Library, have been more than usually successful. Several thousand people have come to Columbia to examine these valuable collections, the greater part of whom have rarely if ever visited the University before. The exhibits themselves, especially the collection of Revolutionary prints, pamphlets, etc., by the courtesy of Mr. E. H. Holden, and the remarkable exhibit of first editions practically unavailable elsewhere, kindly loaned us by Mr. J. Pierpont Morgan, possessed unusual educational value, and were studied with great care by both officers and students. It is already manifest that our exhibit room is far too small. The grant of a larger room for the use of the Bibliographer and his permanent collections, and for these educational exhibits, must be one of the first as it will be one of the most noteworthy gains from the enlarged occupancy of this building.

I have the usual report to make concerning the faithfulness and efficiency of the staff. Again and again this year, from those who are using the Library have come words of warmest commendation for my helpers. Their invariable courtesy, their eagerness to serve, the intelligence of this service, and their interest in and loyalty to the University are more and more manifest every day. I am not alone in thinking that we have "the best library staff in this country." Our losses this year have been comparatively small in number. Two of our most acceptable workers, who have been with us several years, have gone the way of all the earth and have married, one has been obliged to withdraw because of failing health, and one of the staff and two of our apprentices whom we would have been glad to retain have accepted positions elsewhere for the sake of the larger remuneration.

The slight advance in the salaries of three Supervisors, made possible for the coming year by the thoughtfulness of the Trustees, is hereby acknowledged with full appreciation of its meaning at a time when the Corporation is carrying unusually heavy financial burdens.

Following are the condensed reports of the Department Supervisors:

There have been sent out during the year 4359 orders, of

which 1337 were from second-hand catalogues. Of these latter, 443 were reported back to us as sold. Of our total Order Department orders for the year, including those outstanding July, 1, 1904, 3746 were filled, 1352 are still outstanding, and 543 were cancelled.

We have had new books sent fortnightly on approval, throughout the year, and have retained 200 of these.

The number of volumes added during the year was 13,358: by purchase, 8946; by exchange, 655; by gift, 3707; by deposit of societies, 34; by binding pamphlets, 16.

The Library now numbers 375,525 volumes.

The number of continuations received by parts is 359.

Readers' tickets have been issued to the number of 196, and former tickets renewed, 178. Three hundred and sixteen cards for seminar-rooms were written, and 72 shelf permits.

In addition to the above statement of volumes added during the year, should be noted the deposit of the Library of the Reform Club of this city, about 16,000 volumes in all: not accessioned or made an integral part of this Library.

The following sets of periodicals have been completed during the year:

*Annales du Musée Guimet*, *Archivio Guiridico*, Boston Society of Natural History, Connecticut Academy of Arts and Sciences, *Der Civilingenieur*, *Deutsche Morgenlandische Gesellschaft*, *Folklore Society Publications*, *Geologisches Centralblatt*, *Indian Antiquary*, *Lend a Hand*, *L'Enseignement Mathématique*, *Le Maître Phonétique*, *Mémoires de la Société des Antiquaires de Normandie*, *Monthly Review*, *Nyt Magazin for Naturvidenskaberne*, *Polybiblion*, *Transactions Royal Irish Academy*, *Year's Art*.

It is almost impossible to overestimate the practical working value of a completed set, as compared with a set which is broken. The latter soon ceases to be used at all, because of a lack of confidence on the part of the reader—a feeling that he may, and probably will, waste his time in looking up a special reference, as the volume which he wishes is sure to be the one which is missing. The completed set comes into full favor at once, its value increasing from almost zero to par.

Among the more important works acquired by the Library during the year just closed are the following:

*Almon's Remembrancer* (13 vols., very rare), Collection of books on the Shakers (about 30 vols.), *Correspondant* (174 vols.), *Dictionnaire de la Noblesse* (19 vols.), *Du Plessis d'Argentré Collectio Judiciorum*, 1755, *Indian Surveyor-General Reports*, *Journal de France* (16 vols.), *Journal des Scavans* (160 vols.), *Kant Library* (140 vols.), *Kāvyamālā* (79 vols.), *Luynes. Mémoires sur la Court de Louis XV.*,

*Malereien der Katakomben Roms, Martini and Chemnitz, Conchylien-Cabinet, The Metal Worker* (41 vols.), *Museum* (13 vols.), *Paleontologia Indica* (18 vols.), *Penn. General Assembly, Votes and Proceedings, 1682-1744, Scriptores Rerum Germanicarum* (44 vols.), *United States Mining Journal*, *Wadding's Annales Minorum* (25 vols.).

There have been added to the catalogue this year 116,939 cards. Of this number 56,750 represent shelf-list cards, 6974 were received from the American Library Association at a cost of \$21.04, and 3527 from the Library of Congress at a cost of \$42.35.

The Catalogue Department Three thousand three hundred and ninety-two dissertations have been catalogued and 4015 cards made. Last year the uncatalogued dissertations were loosely classified. This year they have been more closely classified, arranged in boxes, and shelved in Room 105, where they can be conveniently consulted.

The transferring of the shelf-list from sheets to cards has gone steadily forward, and 56,750 cards, or nearly one half of the whole, are finished.

The change in the routine of cataloguing which was made last year has been carried forward so successfully that we have been able to accomplish the same amount of work with one less assistant.

The typewritten subject-index which was completed in October has proved most helpful. New subjects and cross-references are added as fast as they are made, so that it is constantly up to date. It is interesting to note that about 1100 new subjects have been added since the index was finished, an average of about 140 each month.

In addition to our own work this year we have catalogued and classified about 500 books for the Barnard College Library.

Heretofore we have trained two apprentices in this department, each year. We have now increased the number to five, who receive instruction in each department of the library. Several times during the year we have called upon them to fill temporary vacancies on our staff; one of the number was sent in February to take a position as filer in a down-town business office, and another has been given a position in this library—filling a vacancy caused by resignation.

The demand for bibliographic advice has increased greatly during the year—has at least doubled. This may be due to the general growth of post-graduate work, or to the exhibitions which attracted the attention of

students to Room 307—probably the latter. This bibliographic work is peculiar in that while bibliography of rare books has reached a high state of development, scholarly bibliography, relating to subjects in which a student rather than a bibliomaniac is likely to be interested, is in a very primitive condition.

The exhibitions have demanded at least three months of hard work. There have been three, of such high character that it may be doubted whether we can ever surpass them. There was a remarkable Columbian exhibit (in which we had unusually intelligent assistance from Mr. John B. Pine) which attracted something over 3500 visitors. The second consisted entirely of books, maps, broadsides, paintings, miniatures, etc., from the collections of Mr. E. B. Holden, Class of '83—relating to the American Revolution. This lasted three weeks and was visited by more than a thousand people. For the third we were indebted to Mr. J. Pierpont Morgan, who generously loaned his most rare and valuable printed books. No more remarkable exhibit of its kind was ever held in this country. During the three weeks of its continuance it attracted 2500 visitors.

We have continued the careful reading of an enormously large number of catalogues of second-hand book dealers, improving all opportunities offered by this side of the book market—as far as our funds permitted. On the whole we have very good reason to be satisfied with this work. The twenty-five volumes of Wadding's *Annales*, published in Rome, 1731–1886, form a distinctly rare set. To obtain these we have approached, during the last five years, not only the leading dealers on the Continent but even the General of the Franciscan order—without results. At last we found a fine set in the possession of an Italian dealer, which Mr. John D. Crimmins was generous enough to purchase for us.

Very favorable purchases were made of a number of French newspapers and periodicals of the era of the Revolution. We were fortunate enough also to secure the earlier volumes of the famous and still current *Journal des Savants*, those for the first 73 years of its existence, from 1679–1752.

Mr. Isaac N. Seligman enabled us to purchase three most important sets of Russian periodicals, in all about 700 volumes, all bound. In addition to the more noted purchases, already referred to in the report of the Order Department, we secured the following: *Columbian Magazine*, 1789; *The Examiner*, 1840–1846; Haberlin's *Staatsarchiv*, 1796–1804; a complete set of *Mechanic's Weekly Journal*; *Le Molieriste*, 1879–1889; *Paleontologia Indica*, 1868–1892; Palestine Exploration Fund publications, 1867–1902; *Polybiblion, Revue*

*Bibliographique*, first 48 volumes; and *Weimarerische Jahrbuch für Deutsche Sprache*, 1854-1857.

A very important and somewhat costly acquisition was the *Breviarium Grimani*, published by DeVries and printed by Sijthoff in Leyden. This monumental work is as important for the history of culture as for the history of the fifteenth-century miniature art. It is an absolutely accurate reproduction of the wonderful paintings and miniatures of the famous Missal, which is universally acknowledged to be the greatest illuminated work ever produced. For educational purposes such a reproduction is even more valuable than a mediocre original illuminated manuscript.

We have also purchased the first edition of the *Oratores Græci*, in three volumes, published by Aldus in 1513; the first edition of Pausanias's works, published by Aldus in 1516 (both these sets are exceptionally fine copies in rather remarkable old bindings); the first edition of Goethe's *Schriften*, in eight volumes, published at Leipzig in 1790.

During the year we have also acquired a considerable number of old and rare books in Physics, in the languages of Central and South America, some more modern works on Russia, and a quantity of 17th- and 18th-century books on English Trade. The volumes already reported as added to our Kant collection now make that one of the most unique and perfect of its kind.

The division of Serials and Public Documents has been managed almost entirely during the year by Miss Genung, and great credit is due her for maintaining the efficiency of this division under many serious difficulties. There are now 1410 periodicals recorded on our list, of which 1197 are paid subscriptions. These are distributed as follows: Avery Library, 108; Biological Department, 59; Botanical Department, 25; Geological Department, 20; Law Library, 51; Department of Mineralogy, 7; Department of Psychology, 4; Science Seminar, 101; Bryson, 14. It will be understood, of course, that this total is exclusive of continuations of publications coming out in parts, of which we have 359.

The binding work for the Library has been carried forward without delay or loss, and practically at the prices of last year. Prices for law book bindings have been considerably reduced.

In the Public Document Department, a new card catalogue has been introduced which is a great improvement so far as our records are concerned. These cards are in every respect equal to our periodical cards—that is, they tell us everything worth knowing about each publication. If within the coming year we can perfect this system of cataloguing and make it as

complete as that of our periodicals, not only will the entire collection be much more available than ever before, but the labor of maintaining the records and taking care of the Public Documents will be greatly reduced. During the year much has been accomplished in the way of systematically completing our set of Public Documents,—national, state, and civic. This department has great possibilities, set forth more in detail by the Librarian in his own report.

The work has been conducted along the lines described in previous reports. The most important change is that the Shelf Department inventory of the Library is now taken only on alternate years.

To relieve the crowded condition of the shelves and to provide for the new incoming books, a great deal of moving had been done at the beginning of the year. Later it became necessary to provide room for about 15,000 volumes received from the Reform Club. Something like 50,000 volumes in Room 113 were shifted, and about 7000 volumes carried to the sub-basement, to accomplish this.

The return-shelves have been cleared with regularity and at more frequent periods, during both morning and afternoon, and the new lift has been of much help.

The department libraries are still growing. An inventory of these has been made, the results of which will be found in another part of this Report.

Freedom of access to the department libraries constantly threatens loss, but thus far the loss has not been very great. This could be prevented if the books were placed in cases, under lock and key, but the cost of such cases would be more than the value of the books carried away. For the present, our method of guarding these books seems quite sufficient.

The Supervisor of this department has given much time to the care of the Medical Library, the Library of the College of Pharmacy, and the Ella Weed Library at Barnard College; and has moved and shelved the library of the Chinese Department and the 650 volumes given by President Butler to the Department of Philosophy.

During the latter half of the year this department has repaired and relettered several thousand books for the Law Library. For the Ella Weed Library also, considerable repairing and gilding have been done.

This department is obliged to meet with special care and promptness the frequent demands made for books which are reported as not in actual use, not on the shelves, nor loaned. These calls have always been given precedence over any other work.

During this year we have secured considerable Columbianæ material, filling some early lacunæ. Ex-President Low sent to us a valuable collection, in which were found a number of Commencement programs which perhaps could not be secured elsewhere. The Columbianæ catalogue has been greatly improved by means of cross-references.

Dissertations presented in partial fulfilment of the requirements for the degree of Doctor of Philosophy have been sent to thirty-six Universities in the United States, and to 112 foreign Universities and other institutions through the Smithsonian Institution at Washington.

*Loan Division.*—The most noticeable improvement in this division is the light lift, with double carriers, connecting the Loan Desk and the Seminar-rooms. This lift not only makes it possible to meet readily the increased demands of readers without extra cost of additional assistants, but has actually lessened the number of pages.

Many persons undertake to use the Library without permission. These represent all classes. Some quite prominent authors, editors, and educators seem to desire to use the Library without identifying themselves. There seems to be a growing impression that this is a public library in the broadest sense; and since the opening of the subway, which in a way directly connects the City Library with Columbia, this class of readers is constantly increasing.

There has been greater use of the Seminar-rooms than ever before, but owing to the crowded condition of the shelves many books have been removed from these rooms. These have to be sent for from other parts of the building. This withdrawal of books is due to the effort to hold the original space allotted to each University department more than seven years ago. Something must be done to relieve this scattering of our collections, or we shall lose our reputation for prompt service. Already a noticeable number of readers holding permits to the Seminar-rooms call for their books directly through the Loan Desk and use them in the general reading-room.

The total number of volumes supplied through this division during the year was 231,610, but the total number of volumes actually handled over the Loan Desk (both in and out) was of course twice that number, or 463,220.

This total may be divided into two general classes, that is, "Inside loans" and "Outside loans." Eighty-four thousand six hundred and seventy-three volumes were supplied for use outside of the building, and 146,937 volumes for use inside

of the building. These figures do not include books taken directly from the shelves in the general reading-room, in the Seminars, and in the stack-rooms.

The Library has been open fourteen and a half hours each day throughout the year, except a very few holidays. The attendance has been large—at times there was scarcely a vacant seat in the general reading-room. The attendance during the evening increases slightly from year to year, but there are very few readers between, say, 6.15 P.M. and 8.15 P.M., or after 10.30 P.M.

The character of the circulation for use outside of the building, and the use of the special reserved books at the Loan Desk, may be determined from the following table.

On a single day in December, 1904, the total number of volumes charged out was 4793, as against December, 1903, 3455 volumes, classified as follows:

	General Reference from Reading- Room	Bibliography	Philosophy	Religion	Sociology and Education	Philology and Lit- erature, including Fiction	Science and Useful Arts	Fine Arts	History and Biography	Total Volumes Recorded
Volumes loaned out.....	30	97	189	70	915	1863	840	78	711	4793
Reserved at Loan desk.....	317	31	151	59	739	1764	84	21	591	3757
Binder.....	11	8	8	1	39	54	20	4	26	171
Total.....	358	136	348	130	1693	3681	944	103	1328	8721

Those who have borrowed books from the Library during the year have been:

Officers, 116; Tutors, Assistants, etc., 357.....	473
Graduates: Columbia, 942; Barnard, 173; Teachers College, 53	1168*
Students: Columbia, 1665; Barnard, 343; Teachers College, 257	2265

3906

The amount of fines collected was \$396.35 as against \$403.10 for the preceding year. The decrease is due to the simplicity of a new method of renewal, more prompt return of the books borrowed, and more notices from the Library

\* Some of these graduates have re-registered as students, though not counted as such in this table.

to the reader. The amount collected for books reported as lost was \$23.55. In addition to this, many new copies were furnished by borrowers and accepted in lieu of the cost of the books.

During the year 439 volumes were loaned to 47 libraries, classified by states as follows:

California.....	2	Massachusetts.....	59
Connecticut.....	32	New Jersey.....	69
Georgia.....	1	New York.....	140
Illinois.....	17	Ohio.....	59
Louisiana.....	9	Pennsylvania.....	36
Maryland.....	4	Washington, D. C.....	11

This Library borrowed 216 volumes from 17 libraries, classified by states as follows:

Connecticut.....	41	New York.....	18
Illinois.....	1	Pennsylvania.....	2
Maryland.....	1	Rhode Island.....	32
Massachusetts.....	79	Washington, D. C.....	30
New Jersey.....	11	Europe.....	1

In addition to the above, miscellaneous shipments were made to our own officers and others, aggregating 1000 volumes.

A conservative estimate of the number of letters, recalls, notices, etc., shows that about 1100 communications were sent each month. This will emphasize the care and attention given to the needs of readers who called for books which were loaned out.

*Reference Division.*—The Reading-Room has been used much of the time to its full capacity. Excellent order has been maintained. Although during the summer and fall of 1904 my attention was very closely confined to desk work, in reading proof of the *History of the University*, in preparing a *Bibliography of Columbianiana* and on the Bibliography of the year, complaints from readers of disturbance by others were few and far between—and there has not been a single case of even the slightest disorderly conduct.

For the supplementary card catalogue of Books on Education a new eight-drawer case has been secured, and cards have been added for 372 volumes and 867 pamphlets, in addition to the entry of 25 volumes and 528 pamphlets as continuations in the copy of the printed catalogue.

Three hundred and eighty-five titles of Russian books, one of Manchurian, one of Servian, and two of Modern Greek, have been written for the Catalogue Department.

Assistance was rendered to the Secretary of the University in reading the proof sheets of the *History of Columbia Uni-*

versity and in preparing the index for the same. The *Bibliography of Columbiana, 1754-1904*, referred to in last year's Report, was completed and published in October, as a pamphlet of 48 pages. The "University Bibliography for 1904" was compiled and occupied 25 pages of the *Quarterly* for March.

The most important work missing this year is a copy of Hatzfeld and Darmestetter's *Dictionnaire générale de la langue française* in two volumes. Our total losses have been almost negligible.

The Avery Library is still in the shadow of its great bereavement, and mourns that wise benefactor who was ever judicious and thoughtful; but the work which he so sagaciously began, and which his wife and himself have so generously fostered, has not become less efficient and helpful.

It was Mr. Avery's desire, often expressed both by word of mouth and by letter, that the Avery Library should be thoroughly monumental in character, that it should contain only material of the highest class, such as architects and others interested are, for the most part, unable to buy. His insistence upon the strictly reference character of the library was a further indication of his wisdom. A man conversant with books, as was Mr. Avery, is sure to feel very sharply the difference between a reference and a circulating library. The Avery is an ideal reference library, and should contain only books of a reference class.

During the present year, what may be called the Avery Library public has come to a full appreciation of the attitude of the founders, and has not urged purchases which are aside from the foundation gift. As a natural result, the books purchased by the Committee during the year just closed have been of exceptional value. In securing this result, Mr. Sturgis's unusual knowledge of architectural books, as well as his wise conservatism and economy, has been of the greatest assistance.

Much has been accomplished during the year in developing the special Avery Catalogue, which has always been extremely close, and has now become an encyclopedic index of great value. It is probably true that no similar library in the world has a catalogue surpassing that of the Avery. Later, it may be possible to transfer the greater part of this material to a printed catalogue, which in itself will be a general encyclopedic dictionary of the fine arts represented in this library. This catalogue has been secured without special additional expense, by the efficient use of the time

of the two persons who must be in attendance through the long library hours.

When the students of the National Academy of Design found themselves homeless because of the recent fire, one of the Avery rooms was placed at their disposal, and the antique classes for day and evening were installed there. These young people, making charcoal drawings from casts in a room adjacent to the famous collection of monumental books on art, suggested a possible system of art instruction, in which the great books of the world will do their generous share. In the development of an Art department of this University, it should not be forgotten that the foundations for a general Art Library, competent to meet all the requirements of the artist community, have already been laid, and the lines of normal development have already been established, in the Avery Library.

Beginning with July 1, 1904, the Law Library became again an integral part of the General Library of the University. A competent woman has been placed in charge of the Delivery Desk. The value of such an arrangement has been satisfactorily demonstrated and has resulted in better service at a less cost than ever before.

Law Library  
A brass railing has been placed around the delivery desk, with suitable openings for the loan and return of books. This provision has almost entirely done away with the confusion which formerly prevailed during rush hours. Printed call-slips have assisted in securing prompt return of the books. A new scheme of arranging the slips has made quick reference for checking off, etc., possible. A great deal less friction has been experienced since books may be taken out overnight, and little difficulty has arisen over their prompt return. A special charging slip is used for this purpose.

The improvement in the physical condition of the books, by repairing and binding, is giving direct returns in the shape of increased circulation. At present, however, circulation is greatly hampered by lack of an accurate catalogue, by the inefficiency of the present book-lift, because books have to be carried from the stack-room to the delivery desk at night, because of the present very free use of the stack-room by the editors of the *Law Review*, because officers take books to their rooms without leaving any record of them at the delivery desk, and because of the lack of duplicates of much-used texts and sets of reports.

The repair shop of the Library is doing much to improve the condition of the books. By present arrangement, whenever a book needs attention it is sent to the shop. If the

sewing is unbroken it can be cared for there. It is given a new leather tight back, glued to the book and to the boards. This will prolong the life of a book some years by postponing re-sewing, and is especially valuable in properly labelling each volume.

In shelving, the class numbers are discarded and strict alphabetical order is followed. Consolidation of the various collections has been effected so that now there are but five divisions of the library, namely, Reports, Treatises, Laws, Periodicals, and a group of reference books. In each division the books are arranged in alphabetical order under the name of the author, and under the first word of the title when anonymous. Statutes and codes are grouped alphabetically by states, and arranged chronologically under each state or country.

Funds are urgently needed to procure sets of reports and texts not now in the Library, to complete the collection of statutes and codes, to secure the latest editions of standard works, to increase the subscription list of current legal periodicals, to fill broken sets of periodicals, and to continue the rebinding and repair of books.

Although it is a gift to a department rather than to the general Library, I cannot close this report without an expression of my appreciation of the thoughtful and generous consideration which led you to take from your own private collection more than six hundred volumes, which you presented to the Department of Philosophy as the beginning of a department library in the strictest sense of the words. All due care has been taken to secure the most efficient use of this valuable gift, as well as its maintenance. It has already proved most helpful to all the workers in that department, and by lessening the demand upon similar lines in the general Library has added to the satisfaction of all those pursuing graduate work in this direction.

With renewed acknowledgments of the uniform courtesy of both officers and students, and of their practical and helpful co-operation in every undertaking by my staff and myself,

Respectfully,

JAMES H. CANFIELD,  
*Librarian.*

## TOTAL DAILY VOLUMES OUTGOING

	Days open, 1904-05	Days open, 1903-04	Largest, 1904-05	Largest, 1903-04	Smallest, 1904-05	Smallest, 1903-04	Readers' Tickets 1904-05	Readers' Tickets 1903-04
July.....	25	26	683	835	226	215	4	17
Aug.....	27	26	610	665	138	119	3	9
Sept.....	26	26	598	877	116	110	16	24
Oct.....	26	27	1000	921	220	641	27	40
Nov.....	25	24	1159	1059	653	237	17	17
Dec.....	26	26	1169	1023	401	414	2	36
Jan.....	26	25	1137	1145	244	500	26	13
Feb.....	24	25	1095	1114	737	731	29	25
Mar.....	27	27	1338	1128	949	865	25	26
April.....	24	25	1338	1058	903	720	24	10
May.....	27	26	1111	965	460	137	2	2
June.....	26	26	750	455	265	149	15	10
Total...	309	309	—	—	—	—	190	229

Readers' tickets renewed..... 1904-05      178  
                                       1903-04      42

Seminar and shelf permits issued..... 1904-05      316  
                                       1903-04      238

## USE OF THE LIBRARY

	SUPPLIED FOR USE OUTSIDE OF THE BUILDING		SUPPLIED FOR USE INSIDE OF THE BUILDING		TOTAL VOLUMES OUTGOING AT THE LOAN DESK						
	Loans, 1904-05	Renewals, 1903-04	Total Loans, 1904-05	General Use, 1903-04	General Use, 1904-05	Total Use Inside, 1903-04	Total Use Inside, 1904-05	DAILY AVERAGE, 1903-04	DAILY AVERAGE, 1904-05	Primes Collected, 1903-04	Primes Collected, 1904-05
July	3,433	3,408	839	659	4,272	4,067	3,746	4,588	4,416	6,524	8,162
Aug.	3,021	2,248	719	645	2,875	4,003	3,192	2,881	3,167	4,076	6,359
Sep.	2,991	3,422	584	571	1,079	6,843	8,945	7,580	5,220	4,587	12,800
Oct.	5,812	7,866	1,031	1,096	1,096	7,778	8,403	7,481	8,768	11,984	19,643
Nov.	6,804	7,307	974	1,273	1,209	8,146	7,446	8,301	7,804	15,331	23,109
Dec.	6,937	6,173	1,237	1,138	1,062	7,504	8,281	7,647	6,633	14,164	22,310
Jan.	6,442	7,143	1,062	1,138	1,162	8,432	8,786	8,164	9,229	14,280	14,214
Feb.	7,624	6,732	1,083	1,484	1,484	9,950	11,811	10,180	7,505	15,755	16,102
Mar.	9,318	8,466	1,545	1,484	1,484	10,863	9,950	9,455	6,587	19,316	16,767
April	8,005	7,601	1,450	1,263	1,186	8,864	9,524	8,862	6,320	15,844	14,753
May	7,623	5,325	1,457	1,063	1,063	9,080	6,511	8,117	5,576	15,325	11,119
June	4,268	2,919	1,063	874	3,793	8,786	3,938	3,123	1,997	5,935	3,670
Total	71,578	68,620	13,095	12,700	84,673	81,320	84,797	79,363	62,140	146,937	135,532

<sup>1</sup> This does not include 2439 volumes loaned from Science Seminar.

<sup>2</sup> This does not include 2012 volumes loaned from Science Seminar.

<sup>3</sup> Of this amount \$13.10 was collected through Science Seminar.

<sup>4</sup> Of this amount \$8.10 was collected through Science Seminar.

## RECORD OF GIFTS, 1904-05

## PERSONAL GIFTS

	Vols.	Pam.		Vols.	Pam.
Adler, Dr. Felix	67	204	Dunne, Walter	1	
Alexandrevko, V. N.		2	Edwards, Rev. John H.	1	
Arctowski, Henryk		39	Ellis, W. H.		6
Armstrong, Mrs. R. T.	1		Erb, Frank		9
Arrowsmith, Robert	1		Fattermayer, Joseph		1
Avery, Samuel P.	5	7	Faxon, William B.	16	202
Baker, Prof. F. T.	18	5	Field, Adele M.		4
Baker, George H.	2		Ford, Franklin		
Balch, Thos. W.	1		Foster, William E.		
Baldwin, Mrs. Ruth S.	3		Fowler, Anderson		
Balfour, Andrew	1		Frazer, Dr. Persifor		2
Barber, Edgar M.		1	French, George		
Bauer, Dr. Stephan	1		Fuld, Leonhard F.		5
Baynes, Herbert	1		Gage, R. C.	3	51
Beer, William			Garcey, L. J.		1
Bennett, Mme. E. H.	1	1	Garner, Prof. J. W.		1
Bishop, William W.		1	Geddes, Lady		
Blagden, Rev. Silliman		1	Gerard, W. R.		1
Bolton, Sarah K.	1		Giltberman, Mrs.		
Boyer, Charlotte M.	1		Goetze, F. A.		3
Bradley, R. H.	1		Goodnow, Prof. F. J.	5	5
Brown, John Crosby		114	Goodyear, William H.		2
Bryan, William J.	2		Gorham, Edwin H.		
Buck, Dr. Albert H.	1		Green, Dr. Samuel A.		25
Butcher, S. H.	1		Grimké, Archibald H.		2
Butler, Pres. N. M.	295	966	Guareschi, Icilia		1
Canfield, C. W.		8	Guastavino, R.		2
Canfield, Jas. H.		6	Haas, G. C. O.		
Canfield, Miss M. H.		1	Haberman, J. Victor		
Carmack, Hon. E. W.		1	Haldeman, Miss C.		6
Carnegie, Andrew		2	Hardy, Mrs. Sarah D. B.		1
Carpenter, Prof. G. R.	118	156	Harison, Richard	232	
Carpenter, Prof. W. H.	4	24	Harrison, Carter	1	
Carr, Harvey O.		9	Hathaway, Dr. C. M., Jr.		1
Cattell, Prof. J. McK.	108	1115	Hays, H. M.		4
Ceradini-Bozzolo, Mme.		3	Hendrick, Mrs. H.		145
Cerioli, Dr. Eduardo		1	Hendricks, H. H.		1
Chamberlain, Leander T.	1		Henry, Horace C.		1
Chandler, Prof. C. F.	1		Herrick, Cheesman A.		
Chase, Wilfrid E.	1		Herzfeld, M.		1
Chazal, Philip E.		1	Himes, Charles F.		
Coerne, Prof. L. A.		1	Hirth, Prof. F.		3
Cohen, Dr. Solomon		1	Hitchcock, E.		1
Cole, George W.			Hochheimer, Helen	37	
Comstock, Frederick H.	1	100	Holden, E. B.	3	
Congdon, Henry M.		1	Holden, Dr. Edward S.		2
Coulter, John M.	2		Holls, Mrs. Frederic W.	1	
Coutts, John		1	Honan, Mrs. James H.	1	
Crandall, Chas. H.	2		Hopkins, Florence M.	2	
Crocker, Prof. F. B.		2	Hoshino, Ken	1	
Curtis, Dr. G. Lenox	6	1	Hovey, Edmund O.		3
Cust, Robert N.	1		Howard, J. G.		9
Danske, Henry G.		2	Hubert, P. G., Jr.		1
Day, Marshall M.	2		Hughes, Percy		
Day, W. S.		52	Huntington, William R.	1	
Degener, F. Walter		1	Hutton, Prof. F. R.	3	1
Desmond, Henry W.	1		Hyde, Walter W.		1
De Vinne, Theodore Low	1		Jackson, Prof. A. V. W.		62
Dodge, D. S.	2		Jackson, Dr.		4
Doi, Sukesaburo	1		Johnson, Prof. A. S.	8	7
Draper, Andrew S.		1	Joseph Dixon Crucible Co.		1
Dreyfus-Brisac, E.	2		Jouet, Dr. C. A.	3	27
Dudley, Mrs. Edgar H.		1	Jullien, Prof. A. A.	35	
Dudley, P. H.		2	Kalbfleisch, C. C.		6
Dulles, Charles W.		1	Kasugai, J.	22	47
Dunn, Jacob P.		1	Kelly, Richard		2

	Vols.	Pam.			Vols.	Pam.
Kikuchi, Baron D.	31	1	Robinson, J. L.	1	5	
Kimball, Mrs. D.		1	Roebling Construction Co.		1	
King, Willard V.		1	Roelker, Alfred		1	
Kirby, Thomas A.		1	Rose, Jas. A.		1	
Kirchwey, Dean G. W.	18	1	Rowland, Richard		1	
Klaber, S., & Co.		1	Russell, Isracl C.		5	
Knox, George H.	1		Sage, W. H.		2	
Kohler, Max J.		1	Sam Martin, A. B.		1	
Lamb, Luer.		1	Sargent, F. H.		1	
Lambert, Dr. S. W.	2		Savage, William B.		1	
Lay, Wilfrid	16		Savor, Emil		2	
Lemcke, E. G.	1		Schiff, Jacob H.		20	
Leser, G. F.	1		Schwab, Gustav H.		1	
Levasseur, Emil		3	Scott, Mrs. George R. W.		1	
Lloyd, Aaron		4	Seager, Prof.		2	
Logan, Mrs. Olive	9		Sears, Vinton A.			2
Loubat, Duc de	2	2	Seligman, Prof. E. R. A.	120	530	
Low, Hon. Seth	245	904	Seligman, Isaac N.	1		
Lubarsky, A.	1		Sever, G. F.		2	
Luffen, B.	1	9	Simin, B. N.		1	
Lumholz, Carl		1	Simkovichitch, V. G.		1	
McCosh, Dr. Andrew S.	1		Simonson, Dr.		1	
McCullough, John G.		1	Smiley, Albert K.		1	
MacMullen, Alice		2	Smith, Mrs. E. Munroe		1	
MacMullen, Mrs. John		1	Smith, E. R.		3	
Masifern, Ramon	3		Smith, Miss Farrar		1	
Mason, Dr. L. D.		2	Smith, J. Boyce, Jr.		1	
Matiega, Dr. H.		1	Smith, Prof. Munroe		1	
Matthews, Dr. Brander	4	161	Smith, Rev. W. W.		4	
Merck & Co.		3	Snead & Co.		1	
Meushaw, L. G.		1	Snowden, Tates		1	
Meylan, G. L.		1	Soper, George A.		1	
Michelson, Truman		1	Speyer, James		20	
Mifflin, Miss M. J.	7	1	Sporry, Hans		1	
Mitsukuri, Dean K.	9	17	Spingarn, Dr. J. S.		1	
Molee, Elias	1		Sprague, Homer B.		2	
Monod, Francois		1	Squires, Grant		2	
Monroe, Prof. W. S.		8	Stettheimer, Dr. E.		1	
Montet, Ferdinand		1	Strong, C. A.		1	
Moore, H. L.	27	1	Struthers, Joseph		10	
Moore, John B.		3	Sturgis, Russell		6	
Moore, John Morris		1	Sutro, Theodore		2	
Morris, John D., & Co.	10		Sutro, Mrs. Theodore		2	
Morse, Richard C.	1		Taber, S. R.		1	
Morshead, Miss A. E. M.	1		Thomas, Prof. Calvin		22	
Moses, A. J., Jr.	2	5	Thomson, C. K.		1	
Nance, George W.		1	Tierkel, D.		1	
Nigra, Il Conte		1	Tiffany & Co.		1	
Norton, Eliot		1	Tolstopiatow, Mrs. E.		3	
O'Conor, Prof. J. F. X.		1	Tombo, Rudolf, Jr.		8	
Octavia Hill Association		1	Townsend, A. Justin		1	
Otagawa, —		6	Townsend, Fitzhugh		1	
Perkins, Mrs. W. C.		9	Tremery, H. de.		18	
Peter Henderson & Co.		1	Twitmyer, George W.		1	
Peyster, John W. de.	1	15	Unknown Giver		23	
Phelps, Edward B.		1	Vagar, Matsugo		1	
Phelps, R. N. R.		1	Van de Water, Rev. G. R.		1	
Piel, William F. J.	2		Van Nostrand, N. W.		2	
Pine, John B.	1		Viereck, Georg S.		1	
Pinski, David		1	Vinson, Albert E.		1	
Planten, J. R.	1	21	Voelkel, Dr. T.		3	
Pott, James H., & Co.		2	Wack, Henry W.		1	
Prince, Prof. J. D.	23	4	Wade, H. T.		1	
Protat Frères		1	Ward, John & Son		1	
Rainsford, Rev. W. S.		1	Ware, Eugene F.		1	
Rand, Benjamin		1	Ware, Prof. W. R.		3	
Ransom, W. G.		1	Warner, D. V.		1	
Redington, Josephine		1	Weidman, I.		1	
Revell, Fleming H., Co.		1	Welcker, Adair		1	
Richards, R. C.		1	Welles, Charles S.		1	
Riley, Mrs. Louisa L.		1	Whitman, Dr. Royal		1	
Ringwalt, Ralph C.		1	Wildey, Pierre W.		1	
Robbins, Reginald C.		1	Williams, John.		2	

	Vols.	Pam.		Vols.	Pam.
Wilmerding, Herbert . . .		4	Woodhead, Howard . . . .		
Wines, Frederick H. . . .		1	Woodward, B. D. . . . .	7	1
Wingate, C. F. . . . .	8	14	Woolson, Ira H. . . . .	8	446
Wood, Charles E. . . . .		1	Wright & Potter Print'g Co.	1	
Wood, Dr. Francis C. . . .		1	Yale & Towne Mfg. Co. . .	1	
Woodbridge, F. J. E. . . .		1			

## REPORTS AND EXCHANGES

United States, State and City reports, etc.—597 volumes and 1773 pamphlets.  
 Exchanges, 62 volumes and 367 pamphlets.  
 For gifts other than books see page 61.



REPORT OF THE TREASURER  
TO THE  
TRUSTEES OF COLUMBIA COLLEGE IN THE CITY  
OF NEW YORK

*To the Trustees of  
Columbia College in the City of New York:*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1905.

# RECEIPTS AND PAYMENTS.—Schedule 1

## RECEIPTS

Cash Balance, June 30, 1904.....	\$1,130,243 31
General Income of the Corporation—Schedule 3, page 270.....	962,175 33
Gifts, Legacies and other Receipts for Designated Purposes—Schedule 4, page 271.....	1,180,406 88
Income of Special Funds—Schedule 5, 3d column, page 274.....	175,905 08
Miscellaneous—Schedule 6, page 276.....	1,704,723 45
Interest—Schedule 10, page 293.....	22,867 38
Special Real Estate Income and Expense Account—Schedule 11, 4th column, page 294.....	122,943 33
	<hr/>
	\$5,299,264 76
	<hr/>

## PAYMENTS

Current Expenses—Summary of Schedule 7, page 277.....	\$1,102,747 83
Miscellaneous—Schedule 8, page 289.....	3,492,326 14
Interest—Schedule 10, page 293.....	186,912 92
Expenses of Special Real Estate excluding Interest as shown in Schedule 11, 1st column, page 294	96,864 29
Cash Balance, June 30, 1905—Balance Sheet, Schedule 2, page 268.....	420,413 58
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	\$5,299,264 76
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**BALANCE SHEET, JUNE 30, 1905.—Schedule 2**

## Cash Accounts:

ט' ט' ט' ט' ט' ט' ט' ט' ט'

New York Life Insurance & Trust Co.....	\$297,552 56
Bank of New York, N. Y. A.....	20,072 64
Corn Exchange Bank—University Branch.....	
Treasurer's Account.....	
President's Account.....	
Bursar's Account.....	
Hudson River Bank.....	
Bursar.....	1,526 17
Superintendent.....	50 00
Secretary.....	50 00
Librarian.....	30 00
	50 00
	\$333,118 19
<b>Special Funds:</b>	
New York Trust Co.....	
Funds for Designated Purposes:	
Catherine Wolfe Bruce Fund (Mercantile Trust Co.).....	8,732 60
Loubat Fund Income (N. Y. Life Insurance & Trust Co.).....	3,161 38
Students' Loan Fund (N. Y. Trust Co.).....	5,023 80
Rents due and unpaid—Schedule 16, page 310.	
Investments of Special and General Funds in Personal Securities—Schedule 15, page 306.....	8,420,413 58
Income of Special Funds—Overdrafts—Schedule 5, 6th column, page 274.....	3,895,000 14
University's Lands, Buildings and Equipment—Morningside.....	9,661,193 34
College of Physicians and Surgeons—Additions and Alterations to June 30, 1900.....	511,541 70
Williamsbridge Property—New Williamsbridge, New York.....	160,754 76
No. 18 East 16th Street, New York.....	167,116 39
Gaillard-Loubat Library Endowment Fund—Nos. 503-511 Broadway, New York.....	630,159 94
Civil Engineering Summer Course, Morris, Conn.....	17,390 94
Loans from Students' Loan Fund on Students' Notes.....	2,199 00
Advanced on account Alumni Association, for Alumni Association Prize in the College.....	50 00
Dormitory Expense Account.....	184 27
Summer Session, 1905—Morningside.	2,166 41
Summer Session, 1905—College of Physicians and Surgeons.	314 03
Buildings and Grounds; Planning, 1905-6.....	90 72
Mining: Departmental Appropriation, 1905-6.....	400 00
Rents, 1905-6: Payments to lessees on Renewals.....	6,034 00
Rents, 1906-7: Payments to lessees on Renewals.....	5,229 00
Sextennial Catalogue, 1905-6.....	63 00

## Cr.

Principal of Special Funds—Schedule 14, page 297.....	\$3,613,276 56
Income of Special Funds: Credit Balances June 30, 1905—Schedule 5, 7th column, page 274.....	62,008 00
Funds for Designated Purposes: Credit Balances June 30, 1905—Schedule 9, 5th column, page 291.....	80,116 76
Endowment Account.....	3,167,248 31
Gifts and Legacies for the purchase of land and erection of buildings.....	4,299,381 80
Students' Loan Fund.....	7,222 80
Advance Payment of Fees, 1905-6.....	3,720 50
Barnard Medal.....	40 00
Deposits for Apparatus.....	464 58
Deposits for Keys.....	785 39
Interest Fund, 1905-6.....	1,000 00
Interest Fund, 1906-7.....	1,000 00
Interest Fund, 1907-8.....	1,000 00
Premium Account.....	1,000 00
Summer Session, Surplus, 1900-1904.....	191 80
Bloomingdale Site Mortgage.....	15,993 77
Columbia College 3% Mortgage Bonds, due 1909.....	\$1,000,000 00 1,900,000 00
 Loubat Annuity Mortgage, Nos. 503-511 Broadway, New York.....	 448,000 00
Williamsbridge Property Mortgage.....	48,000 00
Personal Estate.....	839,834 73
 <hr/>	 <hr/>
	\$15,489,285 00

## Schedule 3

## GENERAL INCOME OF THE CORPORATION

RENTS:				
Upper Estate.....	\$269,673 26			
Lower Estate.....	<u>106,178 00</u>			
Arrears.....		\$375,851 26		
Interest on Rents.....		9,461 50		
		<u>620 22</u>		
			385,932 98	
Less Adjustment of Rent on Renewals.			502 82	
				\$385,430 16
FEES, 1904-5:				
Morningside:				
Late Applications for Entrance Examinations.....	95 00			
Late Registration.....	1,080 00			
Matriculation.....	3,795 00			
Tuition .....	315,779 15			
Graduation.....	14,205 00			
Special Examinations.....	2,850 00			
Auditors.....	505 00			
Gymnasium .....	12,446 00			
			350,755 15	
Students at Columbia College :				
From Barnard College.....	808 75			
From Teachers College.....	<u>2,105 00</u>			
			2,913 75	
College of Physicians and Surgeons:				
Late Registration.....	175 00			
Matriculation.....	510 00			
Tuition .....	132,418 75			
Graduation.....	4,625 00			
Special Examinations.....	730 00			
			138,458 75	
Summer Course in Surveying.....		6,688 50		
Summer Course in Geodesy.....		500 00		
				499,316 15
SUNDRIES:				
Other Receipts from Students:				
Supplies and Material:				
Morningside.....	10,684 97			
College of Physicians and Surgeons.....	2,945 21			
Sales of Books and Library Fines..	484 81			
			14,114 99	
Barnard College:				
Salaries.....	61,100 00			
Steam Heat and Power.....	3,850 00			
Electric Current .....	668 57			
			65,618 57	
Summer Session:				
Salaries.....		500 00		
Teachers College:				
Salaries .....		500 00		
Miscellaneous:				
Road Tests, Civil Engineering, \$28				
Less Payment to M. W. Hyates, 14				
	14 00			
Sextennial Catalogue.....	12 00			
University Catalogue.....	67 66			
Waste Material.....	95 80			
West Hall Account.....	<u>270 00</u>			
			450 46	
				81,193 02
Total General Income for 1904-5.....			(1)	\$965,939 33
Less Payments of Fees for 1904-5, received in 1903-4.				3,764 00
General Income Received in 1904-5.....			(2)	<u>\$962,175 33</u>

## Schedule 4

## GIFTS, LEGACIES AND OTHER RECEIPTS FOR DESIGNATED PURPOSES

## I. ADDITIONS TO SPECIAL FUNDS:

Edward D. Adams, to establish, in memory of his son, the Ernest Kempton Adams Fund for Physical Research.....	\$50,000 00
Anonymous, to be added to the R. S. Carpenterier Fund.....	\$5,000 00
Horace W. Carpenterier, as an addition to the R. S. Carpenterier Fund.....	<u>35,000 00</u> 40,000 00
Horace W. Carpenterier, as an addition to the James S. Carpenterier Fund.....	25,000 00
Horace E. Garth, to establish, in memory of his son, the Granville W. Garth Memorial Fund....	16,250 00
Guy E. Miller, Estate of, for general purposes of the College of Physicians and Surgeons.....	10,000 00

## Phoenix Legacy:

On account one-third of residuary Estate .....	43,427 89
Profit on sale of 8 shares Cincinnati, Hamilton & Dayton R.R.Co.'s stock (See Schedule 6) .....	499 00
Extra dividend of 10% on 108 shares Delaware, Lackawanna & Western R.R. Co.'s stock.....	<u>515 00</u> 44,441 89
Jacob H. Schiff, to endow a Professorship of Social Economy.....	<u>100,000 00</u> 285,691 89

## II. ADDITIONS TO REAL ESTATE AND PERMANENT FUNDS:

Charles Bathgate Beck, Estate of :	
On account of residuary Estate.....	144,935 06
On account of sales of Boston Road property .....	<u>57,500 00</u> 202,435 06
Daniel B. Fayerweather, Estate of :	
On account of residuary Estate.....	10,000 00
Hamilton Hall, Construction of :	
Anonymous.....	200,000 00
Hartley Hall, Construction of :	
Marcellus Hartley Dodge and Mrs. Helen Hartley Jenkins.....	194,087 50
Kent Hall, Construction :	
Francis Lynde Stetson, towards the cost of the Law School building.....	10,000 00
St. Paul's Chapel :	
Anonymous.....	75,000 00
School of Mines Building, Construction :	
Adolph Lewisohn.....	143,087 78
South Field Purchase Fund :	
J. Stanford Brown.....	100 00
Ralph W. Carey.....	10 00
A. A. Fowler.....	75 00
Miss Helen L. Thomas.....	<u>10 00</u> 195 00 834,805 34
Carried forward.....	\$1,120,497 22

Brought forward..... \$1,120,497 23

### III. OTHER DESIGNATED PURPOSES:

Alumni Association, College of Physicians and Surgeons, for Alumni Association Fellowships..... \$1,000 00

Anonymous, for current needs, subject to the direction of the President, and apportioned as follows:

Economics and Social Science, for salaries.....	500 00
Havemeyer Hall, Repairs.....	750 00
Library, Special Fund, 1905-6.....	10,000 00
Preparation and Equipment of a Surgical Research Laboratory at the College of Physicians and Surgeons	
Surgery, Salaries.....	1,000 00
Unapportioned.....	500 00
	7,250 00
	<u>20,000 00</u>

Anonymous, through Dr. Samuel W. Lambert, to meet cost of instruction in Embryology in the Medical School, 1905-6..... 700 00

Anonymous, for Model of entire University site and all buildings proposed to be erected thereon..... 3,000 00

Anonymous, to maintain a Research Fellowship in Pharmacology..... 600 00

Anonymous, for salaries in Department of Economics and Social Science..... 300 00

Anonymous, for salaries in the Department of Philosophy and Psychology..... 500 00

#### Barnard Memorial Window:

George G. DeWitt, of the Class of 1867.....	500 00
Oscar S. Straus, of the Class of 1871.....	500 00
	<u>1,000 00</u>

#### Catherine Wolfe Bruce Fund:

Rutherford Stuyvesant.....	1,000 00
Through Prof. Charles L. Poor.....	250 00
Interest.....	295 15
	<u>1,545 15</u>

Bashford Dean, to provide for research work by an undergraduate..... 200 00

George G. DeWitt, of the Class of 1867, for two Columbia flags..... 65 00

#### Electro-Chemical Laboratory Equipment Fund:

Anonymous.....	13,500 00
Interest.....	82 41
	<u>13,582 41</u>

Thomas F. Fiske, for purposes of the American Mathematical Society, 1905-6..... 75 00

French Lecture Fund, through Prof. Adolphe Cohn 240 00

Mrs. James W. Gerard, the Marcus Daly Scholarship 1,000 00

#### German, Salaries:

Germanistic Society of America.....	1,000 00
Abraham Jacobi.....	25 00
J. Mayer.....	50 00
Willy Meyer, M.D.....	25 00
Louis Peiser, M.D.....	25 00
Leonard Weber.....	25 00
	<u>1,150 00</u>

Benjamin B. Lawrence, for the Lawrence Annual Scholarship in Mining Engineering..... 250 00

Carried forward..... \$45,207 56 \$1,120,497 23

Brought forward.....	\$45,207 56	\$1,120 497 23
Library:		
Anonymous, 1904-5.....	\$10,000 00	
Avery Architectural Library:		
Samuel P. Avery, Jr.....	\$100 00	
Sale of Books.....	7 75	107 75
Frederick H. Comstock, cost for binding copy of "Archimedes".....	1 00	
John D. Crimmins.....	231 45	
James Loeb, for James Loeb Fund..	175 00	
James Loeb, for James Loeb Fund, 1905-6.....	175 00	
William G. Low, for William G. Low Fund .....	250 00	
Mrs. Marie L. Sanial.....	10 00	
Isaac N. Seligman, to purchase two sets of Russian Periodicals.....	70 00	11,020 20
Mechanics, Special' Fund:		
Through Prof. A. P. Wills.....		54 34
Mining, Special Fund:		
Through Prof. H. S. Munroe.....		75 00
Mining and Metallurgy, Special Fund:		
Interest.....		27 25
John D. Prince, for purposes of the American School of Oriental Study and Research in Palestine.....		100 00
F. A. Schermerhorn, for bronze inscription in vestibule floor of Schermerhorn Hall.....		352 00
Schiller Fund:		
To meet cost of celebration of Centenary of Schiller's death, and for the purchase of books for the Department of German:		
Fritz Achelis.....	20 00	
M. Beckhard.....	10 00	
Edward M. Burghard.....	25 00	
Hubert Cillis.....	25 00	
George Ehret.....	100 00	
Bernhard Greff.....	20 00	
Randolph Guggenheimer.....	20 00	
Mrs. F. W. Holls.....	10 00	
Wm. Kaupe.....	20 00	
Mrs. J. J. Kittel.....	5 00	
Edward Lauterbach.....	15 00	
Lemcke & Beuchner.....	25 00	
James Loeb.....	25 00	
Henry Morgenthau.....	25 00	
Morrisania Literary Society..	20 00	
A. Pagenstecher.....	25 00	
Hermann Ridder.....	10 00	
Gustav H. Schwab.....	25 00	
Mrs. R. Seligberg.....	5 00	
G. E. Stechert & Co.....	25 00	
Ernst Thalmann.....	50 00	
Mrs. Henry Villard.....	25 00	
Arthur von Briesen.....	25 00	
H. C. von Post.....	25 00	
		580 00
Sydney A. Smith, for Department of Botany, Supplies		15 00
Wawepex Society, for John D. Jones Scholarship....		200 00
E. F. Weston, for Department of Electrical Engineering.....		682 65
E. A. Wiltsie, for the equipment of Department of Mining in the new School of Mines building.....		1,000 00
Zoology, Lecture Fund:		
Anonymous.....		500 00
150th Anniversary Celebration:		
Through Dr. Rudolf Tombo, Jr.....	1 00	
Sale of Posters.....	94 65	95 65
		59,909 65
		\$1,180,406 88

## Schedule 5

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING JUNE 30, 1905

Moffatt Scholarship Fund.....	85 00	85 00	85 00	85 00	85 00
Mosenthal Fellowship Fund.....	318 75	993 31	600 00	600 00	398 31
Perkins Fellowship Fund.....	242 25	711 07	.....	.....	711 07
Philolexian Centennial Washington Prize Fund.....	468 82	.....	.....	.....	.....
Philolexian Prize Fund.....	674 56	.....	.....	.....	150 00
Phoenix Legacy.....	2,761 48	38,533 15	41,294 63	+14,047 66	27,246 97
Proudfoot Fellowship in Letters.....	75 00	637 50	712 50	600 00	112 59
Pulitzer Fund for Journalism.....	1,519 00	37,440 00	37,440 00	37,440 00	3,086 07
Pultizer Scholarship Fund.....	2,144 07	3,663 07	577 00	577 00	.....
Schernemann Scholarship Fund.....	212 50	212 50	212 50	212 50	.....
Schiff Fellowship Fund.....	424 25	637 50	1,061 75	600 00	461 75
Schwarz Fellowship Fund.....	800 00	425 00	1,225 00	1,225 00	1,225 00
Schnurz Library Fund.....	358 09	425 00	783 09	410 40	372 69
Seidl Fund.....	.....	480 00	480 00	480 00	.....
Stuart Scholarship Fund.....	90 00	255 00	345 00	300 00	45 00
Toppan Prize Fund.....	59 20	170 00	229 20	150 00	79 20
Trowbridge Fellowship Fund.....	.....	500 00	500 00	500 00	.....
Trust Fund for Psychology.....	1,680 00	4,250 00	5,930 00	4,877 71	1,052 29
Tyndall Fellowship Fund.....	.....	640 00	640 00	640 00	.....
Waring Fund (Mrs. Waring).....	720 22	2,000 00	1,279 78	2,000 00	720 22
Waring Fund (Miss Waring).....	7 26	2,000 00	1,992 74	2,000 00	7 26
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SCHOOL OF MEDICINE					
R. S. Carpenter Fund.....	426 66	3,189 85	3,616 51	2,600 00	1,016 51
Clark Scholarship Fund.....	27 67	595 00	567 33	575 00	7 67
Harsen Scholarship Fund.....	119 21	1,322 35	1,441 56	1,250 00	191 56
Jacobi Ward Fund.....	.....	1,440 00	318 09	1,400 00	1,081 91
Miller (Guy B.) Fund.....	.....	312 83	312 83	.....	312 83
Proudfoot Fellowship Fund in Medicine.....	2,234 84	637 50	2,872 34	600 00	2,272 34
Sloané Maternity Hospital Fund.....	.....	23,500 00	23,500 00	23,500 00	.....
Smith Prize Fund.....	610 56	99 35	709 91	.....	709 91
Stevens Prize Fund.....	148 44	80 74	229 18	5,650 00	229 18
Vanderbilt Clinic Endowment Fund.....	.....	5,650 00	.....	.....	.....
Unappropriated Income of Special Funds.	.....	388 60	388 60	.....	388 60
<hr/>					
\$2,937 04	\$28,983 42	\$175,905 08	\$202,851 46	\$142,894 88	\$2,051 42
<hr/>					
*Transferred to Barnard Medal Account.....	.....	.....	.....	\$40 00	.....
\$ Center Fund; Charged to Premium Account.....	.....	.....	.....	54 80	.....
† Phoenix Legacy; Transferred to	.....	.....	.....	.....	.....
Mechanics: Apparatus.....	.....	.....	.....	250 00	.....
Mineralogy: Special Equipment Fund.....	.....	.....	.....	6,000 00	.....
Physics: Additional Equipment Fund.....	.....	.....	.....	287 84	.....
Library: American Archaeology Fund.....	.....	.....	.....	3,500 00	10,432 64
Chemistry: Special Equipment Fund.....	.....	.....	.....	.....	\$132,462 24

## Schedule 6

## MISCELLANEOUS RECEIPTS

## INVESTMENTS :

Bond and Mortgage of Louisa M. Agostini, on account.....	\$18,000 00
Bond and Mortgage of Marian deForest Clark...	60,000 00
Bond and Mortgage of Luis F. Emilio.....	30,000 00
Bond and Mortgage of Austin Flint Morris.....	10,000 00
Bond and Mortgage of Sally P. Sampson.....	40,000 00
Bond and Mortgage of Almira Hopkins Spencer.	3,500 00
Bond and Mortgage of H. Wood Sullivan.....	4,000 00
Bond and Mortgage of William H. Van Den Berg, on account.....	4,000 00
Book Value of Eight Shares Cincinnati, Hamilton and Dayton R. R. Co.'s Preferred Stock sold (see Schedule 4-I).....	365 00
Sale of "Rights," Delaware and Hudson Co.'s Stock.....	25 00
\$57,000 Lawyers' Mortgage Ins. Co.'s Mortgage Certificates, due September 27, 1904.....	57,000 00
	<u>\$226,890 00</u>

## ENDOWMENT FUND :

Sale of Lots, 47th and 48th Street block.....	1,212,650 00
Balance Due on Contracts dated prior to July 1, 1904 .....	227,750 00
	<u>1,440,400 00</u>

## STUDENTS' LOAN FUND :

Students' Notes Paid.....	305 00
Interest on Students' Notes.....	19 90
Interest on Deposits.....	150 40
	<u>475 30</u>

## CIVIL ENGINEERING—SUMMER COURSE :

Rents Received from Houses at Morris, Conn....	276 67
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## CIVIL ENGINEERING—SUMMER COURSE IN SURVEYING :

## Refund in 1904-5, on account of Advances in 1903-4:

General Expenses.....	94
Instruments and Repairs.....	6 01
Janitor.....	22
	<u>7 17</u>

## SUMMER SESSION, 1904 :

## Balance of Bursar's Account:

Morningside.....	461 05
College of Physicians and Surgeons.....	797 50

1,258 55

## DEPOSITS FOR APPARATUS.....

30,081 83

## DEPOSITS FOR KEYS.....

1,256 00

## UNIVERSITY HALL—EQUIPMENT :

Received from University Commons for Heat, Light and Water.....	357 43
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## ADVANCE FEES, 1905-6.....

3,720 50

\$1,704,723 45

## CURRENT EXPENSES.—Schedule 7

## **TREASURER'S REPORT**

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PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION		Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds Designated for Purposes
EDUCATIONAL ADMINISTRATION						
Salaries.....	\$39,978.90	.....	.....	\$39,978.90	.....	.....
Advertising.....	1,282.91	.....	.....	1,282.91	.....	.....
American School for Oriental Study and Research in Palestine.....	100.00	.....	.....	100.00	.....	.....
Barnard Society.....	1,94.06	.....	.....	194.06	.....	.....
Bureau of Supplies.....	5,000.00	.....	.....	5,000.00	.....	.....
Commencement.....	1,683.24	.....	.....	1,083.24	.....	.....
Dean (Bashford) Gift for Research Work.....	200.00	.....	.....	200.00	.....	.....
Diplomas.....	1,050.00	.....	.....	1,050.00	.....	.....
Exhibit at St. Louis Exposition, advanced in 1903-4 against appropriation for 1904-5.....	3,286.51	.....	.....	2,111.51	.....	1,175.00
Guarantee for University Quarterly.....	885.00	.....	.....	885.00	.....	.....
Lectures.....	1,650.00	.....	.....	1,650.00	.....	.....
Philolexian Society.....	2,108.85	.....	.....	2,108.85	.....	.....
Printing.....	176.56	.....	.....	176.56	.....	.....
President's Emergency Fund.....	8,023.68	.....	.....	8,023.68	.....	.....
St. Louis Exposition Fund for Students.....	1,395.49	.....	.....	1,395.49	.....	.....
Sextennial Catalogue.....	2,760.00	.....	.....	2,760.00	.....	.....
150th Anniversary Celebration.....	125.20	.....	.....	125.20	.....	.....
Alcohol, School of Medicine.....	5,095.65	.....	.....	5,095.65	.....	.....
Office Supplies and Sundries, School of Medicine.....	726.00	.....	.....	726.00	.....	.....
Printing and Distributing Catalogue, School of Medicine. Fees of Columbia Students at Barnard College.....	648.15	.....	.....	648.15	.....	.....
" " Teachers College.....	1,025.44	.....	.....	1,025.44	.....	.....
" " " Barnard College.....	2,332.27	.....	.....	2,332.27	.....	.....
" " " Teachers College.....	2,550.12	.....	.....	2,550.12	.....	.....
ANTHROPOLOGY	\$82,278.03	.....	.....	.....	.....	.....
Salaries.....	9,700.00	.....	.....	4,565.00	4,200.00	\$935.00
Departmental Appropriation.....	50.00	.....	9,750.00	50.00	.....	.....
ARCHITECTURE						
Salaries.....	18,000.00	.....	.....	18,000.00	.....	.....
Departmental Appropriation.....	1,000.00	.....	.....	1,000.00	.....	.....
Welch Models.....	600.00	.....	19,600.00	.....	.....	600.00
Carried forward.....	\$111,628.03	.....	.....	\$96,562.38	.....	\$4,200.00
						\$10,865.65

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	.....	\$111,628 03	\$96,562 38	\$4,200 00	\$10,865 65
ASTRONOMY					
Salaries.....	\$9,000 00	.....	9,000 00		
Departmental Appropriation	250 00	.....	250 00		
Observatory, for Apparatus	203 74	.....	203 74		
Summer Course in Geodesy	800 00	.....	800 00		
Geodesy, for Instruments	250 00	.....	250 00		
Catherine Wolfe Bruce Fund	3,004 37	13,508 11	.....	.....	3,004 37
BOTANY					
Salaries.....	9,100 00	.....	9,100 00		
Departmental Appropriation	614 55	9,714 55	599 55	.....	15 00
CHEMISTRY					
Salaries.....	7,500 00	.....	7,500 00		
" General Chemistry	4,700 00	.....	4,700 00		
" Analytical Chemistry and Assaying	13,000 00	.....	13,000 00		
" Industrial Chemistry	3,458 31	.....	3,458 31		
" Organic Chemistry	3,700 00	.....	3,700 00		
" Barnard College	2,600 00	.....	2,600 00		
Additional Servants.....	1,580 00	.....	1,580 00		
Supplies.....	14,778 30	51,316 61	13,278 30	1,500 00	
CIVIL ENGINEERING					
Salaries.....	11,850 00	.....	11,850 00		
Departmental Appropriation	356 60	.....	356 60		
Summer Course:					
Assistants.....	1,500 00	.....	1,500 00		
Janitor .....	325 00	.....	325 00		
Advanced in 1903-4 against appropriation for 1904-5:					
General Expenses.....	\$1,200 00	.....	.....		
Tents and Improvements at Farm.....	250 00	.....	.....		
Instruments and Repairs.....	750 00	.....	.....		
	\$2,200 00	.....	.....		
Less Refunds.....	7 17	2,192 83	.....	.....	
COMPARATIVE LITERATURE					
Salaries.....	6,000 00	.....	16,224 43	2,192 83	
Departmental Appropriation.....	50 00	.....	.....	6,000 00	
				50 00	6,050 00

TREASURER'S REPORT

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<b>ECONOMICS AND SOCIAL SCIENCE</b>				
Salaries.....	\$23,600 00			\$23,600 00
Departmental Appropriation.....	197 93			197 93
Equipment of Statistical Laboratory.....	17 40			17 40
	<b>\$23,815 33</b>			
<b>ELECTRICAL ENGINEERING</b>				
Salaries.....	10,000 00			10,000 00
Laboratory Mechanic.....	936 00			936 00
Departmental Appropriation.....	2,209 90			627 25
	<b>13,145 90</b>			<b>\$1,000 00</b>
				<b>\$682 65</b>
<b>ENGLISH</b>				
Salaries.....	28,650 00			28,650 00
Departmental Appropriation.....	100 00			100 00
	<b>28,750 00</b>			
<b>GEOLOGY</b>				
Salaries.....	10,087 50			10,087 50
Departmental Appropriation.....	498 06			498 06
Summer Course .....	190 67			190 67
	<b>10,776 23</b>			
<b>GERMAN</b>				
Salaries.....	18,150 00			17,200 00
Departmental Appropriation .....	14 85			14 85
Lecture Fund.....	19 80			19 80
Schiller Fund.....	329 69			.....
Special Equipment Fund.....	16			<b>16</b>
	<b>18,514 50</b>			
<b>GREEK</b>				
Salaries.....	16,100 00			16,100 00
Departmental Appropriation .....	50 00			50 00
	<b>16,150 00</b>			
<b>HISTORY</b>				
Salaries.....	23,500 00			23,500 00
Departmental Appropriation .....	92 15			92 15
Historical Reading Room Equipment Fund.....	29 23			.....
	<b>23,621 38</b>			
<b>LATIN</b>				
Salaries.....	15,600 00			15,600 00
Departmental Appropriation .....	44 61			44 61
American School at Rome.....	250 00			250 00
	<b>15,894 61</b>			
				<b>\$359,109 68</b>
				<b>\$7,519 80</b>
				<b>\$15,076 75</b>

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	.....	\$359,109 68	\$336,513 13	\$7,519 80	\$15,076 75
<b>MATHEMATICS</b>					
Salaries.....	\$28,266 60	.....	28,266 60		
Departmental Appropriation.....	73 05	28,339 65	73 05		
<b>MECHANICAL ENGINEERING</b>					
Salaries.....	17,700 00	.....	17,700 00		
Laboratory Machinist .....	1,090 84	.....	1,090 84		
Laboratory Laborer .....	500 00	.....	500 00		
Departmental Appropriation .....	499 95	.....	499 95		
Mechanical Laboratory and Summer Course .....	2,371 17	.....	2,371 17		
Drawing.....	298 39	.....	298 39		
Use of Teachers College Shops .....	5,600 00	28,060 35	5,600 00		
<b>MECHANICS</b>					
Salaries.....	12,800 00	.....	12,800 00		
Laboratory Helper.....	500 00	.....	500 00		
Departmental Appropriation .....	32 17	.....	32 17		
Apparatus.....	233 30	.....	.....		233 20
<b>METALLURGY</b>					
Salaries.....	7,700 00	.....	7,700 00		
Departmental Appropriation .....	749 11	.....	749 11		
Summer Course .....	399 97	.....	399 97		
Special Fund .....	529 94	.....	.....		529 94
<b>MINERALOGY</b>					
Salaries.....	7,700 00	.....	7,700 00		
Departmental Appropriation .....	300 00	.....	300 00		
Special Equipment Fund .....	44 03	.....	.....		44 03
<b>MINING</b>					
Salaries.....	12,000 00	.....	12,000 00		
Departmental Appropriation .....	1,849 96	.....	1,849 96		
Special Fund .....	237 21	14,087 17	.....		237 21

## *TREASURER'S REPORT*

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	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$600,130 43	\$536,197 23	\$35,411 32		\$28,521 88
ZOOLOGY					
Salaries.....	\$18,900 00	.....	15,900 00	3,000 00	
Departmental Appropriation .....	1,199 19	.....	1,199 19		
Marine Table, Wood's Holl .....	100 00	.....	100 00		
Dyckman Fund .....	197 79	.....	197 79		
Lecture Fund .....	500 00	.....	500 00		
Journal of Experimental Zoölogy.....	1,000 00	.....	1,000 00		
LAW SCHOOL					
Salaries.....	\$40,100 00	.....	\$40,100 00		
Departmental Appropriation .....	299 02	.....	299 02		
Carpenter (James F.) Fund .....	2,297 93	.....	2,297 93		
<b>COLLEGE OF PHYSICIANS AND SURGEONS</b>					
ANATOMY					
Salaries.....	\$17,620 00	.....	17,620 00		
Supplies.....	2,392 43	.....	2,392 43		
PEDIATRICS					
Salaries.....	\$10,912 43	.....	10,912 43		
GYNECOLOGY					
Salaries.....	\$2,600 00	.....	2,600 00		
MATERIA MEDICA AND THERAPEUTICS					
Salaries.....	\$5,600 00	.....	5,600 00		
Departmental Appropriation .....	50 00	.....	50 00		
PHARMACEUTICS					
Salaries.....	\$6,800 00	.....	6,800 00		
Pharmaceutics: Departmental Appropriation.....	568 32	.....	568 32		
Pharmacy: Departmental Appropriation.....	783 00	.....	783 00		
Equipment of Research Laboratory.....	509 00	.....	509 00		
					8,651 32

<b>NEUROLOGY</b>	Salaries.....	.....	\$1,800 00	\$1,800 00	
<b>OBSTETRICS</b>	Salaries.....	.....	5,350 00	5,350 00	
	Departmental Appropriation .....	.....	50 00	50 00	
<b>PATHOLOGY</b>	Salaries.....	.....	5,400 00	5,400 00	
	Supplies.....	.....	26,100 00	26,100 00	
	Apparatus.....	.....	2,200 00	2,200 00	
	.....	.....	198 08	198 08	
<b>PHYSIOLOGICAL CHEMISTRY</b>	Salaries.....	.....	28,498 08	28,498 08	
	Departmental Appropriation including Special Apparatus .....	.....	6,250 00	6,250 00	
	.....	.....	2,175 52	2,175 52	
<b>PHYSIOLOGY</b>	Salaries.....	.....	8,425 52	8,425 52	
	Departmental Appropriation .....	.....	14,800 00	14,800 00	
	.....	.....	1,298 70	1,298 70	
<b>PRACTICE OF MEDICINE</b>	Salaries.....	.....	16,098 70	16,098 70	
	Departmental Appropriation .....	.....	12,000 00	12,000 00	
	.....	.....	1,144 20	1,144 20	
<b>SURGERY</b>	Salaries.....	.....	11,750 00	11,750 00	
	Departmental Appropriation .....	.....	971 21	971 21	
	Research Laboratory .....	.....	158 62	158 62	
<b>CLINICAL INSTRUCTION</b>	Salaries.....	.....	12,879 73	12,879 73	
	.....	.....	6,250 00	6,250 00	
	.....	.....	1,400 00	1,400 00	
	JACOBI WARD (ROOSEVELT HOSPITAL).....	.....	23,500 00	23,500 00	
	SLOANE MATERNITY HOSPITAL.....	.....	5,650 00	5,650 00	
	VANDERBILT CLINIC.....	.....	5,750 00	5,750 00	
	EMERITUS OFFICERS.....	.....	.....	.....	
	Carried forward.....	.....	\$829,334 34	\$755,096 90	\$74,067 04
					\$30,180 40

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	.....	\$829,334.34	\$725,096.90	\$74,057.04	\$30,180.40
CHAPEL					
Chaplain.....	\$800.00	.....	800.00		
Organist.....	250.00	.....	250.00		
Choir.....	246.91	1,296.91	246.91		
FELLOWSHIPS					
Barnard.....	500.00	.....	75.00	425.00	
Class of '70.....	500.00	.....	500.00	1,100.00	
Columbia.....	1,100.00	.....	.....	600.00	
Cartis.....	600.00	.....	.....	600.00	
Mosenthal.....	600.00	.....	.....	600.00	
Proudfoot (Letters).....	600.00	.....	.....	600.00	
Schiff.....	600.00	.....	.....	600.00	
Lyndall.....	648.00	.....	8.00	640.00	
University.....	11,293.75	16,441.75	11,293.75		
SCHOLARSHIPS					
Alumni Association.....	600.00	.....	600.00		
Alumni Competitive.....	600.00	.....	600.00	110.00	
Beek.....	150.00	.....	11.40	110.00	
Benefactors.....	11,975.00	.....	11,975.00		
Brooklyn (College).....	1,800.00	.....	1,800.00		
Brooklyn (Bauvard).....	1,800.00	.....	1,800.00		
Butler.....	200.00	.....	.....	200.00	
Campbell.....	300.00	.....	45.00	255.00	
Class of 1848.....	300.00	.....	.....	300.00	
Curtis.....	525.00	.....	525.00		
Daly.....	1,000.00	.....	.....		
Faculty.....	3,450.00	.....	3,450.00		
Gottsberger.....	1.562	.....	.....	15.62	
Harper.....	300.00	.....	300.00		
Hewitt.....	300.00	.....	300.00		
Jones.....	250.00	.....	.....	200.00	
Lawrence.....	300.00	.....	.....	250.00	
Moffatt.....					
				215.00	85.00

**SCHOLARSHIPS—Continued**

President's University.....	\$1,125 00		\$1,125 00	
Pulitzer.....	577 00		577 00	
Schermerhorn.....	675 00		462 50	212 50
Stuart.....	300 00		300 00	
University.....	4,350 00		4,350 00	
<b>PRIZES AND MEDALS</b>				
Alumni Association Prize.....	50 00		50 00	
Barnard Medal.....	200 00		400 00	\$200 00
Beck Prize.....	400 00		40 00	
Bunner Medal.....	40 00		45 00	
Chanler Historical Prize.....	45 00		70 00	
Curtis Medals.....	70 00		90 00	
Darling Prize.....	40 00		40 00	
Illig. Medals.....	90 00		90 00	
Philolexian Prize.....	53 07		53 07	
Squires Prize.....	210 00		210 00	
Toppan Prize.....	150 00		150 00	

**FELLOWSHIPS, SCHOLARSHIPS AND PRIZES,  
COLLEGE OF PHYSICIANS AND SURGEONS**

Alumni Association Fellowships.....	1,000 00		1,000 00	
Clark Scholarships.....	575 00		575 00	1,000 00
Faculty Scholarships.....	1,000 00		1,000 00	
Hansen Scholarships.....	1,250 00		1,250 00	
Hastings.....	600 00		600 00	
Proudfoot Fellowship in Medicine.....	600 00		600 00	
Research Fellowship in Pharmacology.....	1,000 00		1,000 00	
Vanderbilt Scholarships.....			6,025 00	
			\$885,538 69	\$767,908 06

**PART B—BUILDINGS AND GROUNDS****MORNINGSIDE HEIGHTS**

Superintendent.....	5,000 00		5,000 00	
Care of Boat House.....	1,730 38		1,730 38	
Cleaning.....	2,153 60		2,153 60	
Flags.....	65 00		13,999 16	
Furniture and Fixtures.....	13,999 16		13,999 16	
Gas and Electricity.....	737 98		737 98	
	3,213 08		3,213 08	
Carried forward.....	\$26,899 20		\$26,834 20	
				\$65 00

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$26,899 20	.....	\$26,834 20	.....	\$65 00
<b>MORNINGSIDE HEIGHTS—Continued</b>					
Planting: Advanced in 1903-4 against appropriation for 1904-5.....	185 02	.....	185 02	.....	
Power House and Janitorial Service: Wages.....	314 77	.....	314 77	.....	
Repairs.....	36,162 76	.....	36,162 76	.....	
Superintendent's Supplies.....	8,499 42	.....	8,499 42	.....	
Telephone Service.....	3,499 82	.....	3,499 82	.....	
Uniforms.....	259 12	.....	259 12	.....	
Water Rates.....	396 92	.....	396 92	.....	
Haveneyer Hall: Repairs.....	3,899 91	.....	3,899 91	.....	
" Tablet.....	400 10	.....	400 10	.....	
Library Building: Drinking Fountain.....	626 00	.....	626 00	.....	
Model of Buildings and Grounds.....	1,025 00	.....	1,025 00	.....	
Schermerhorn Hall: Inscription.....	3,000 00	.....	3,000 00	.....	
	352 00	.....	352 00	.....	
		83,520 04			
<b>COLLEGE OF PHYSICIANS AND SURGEONS</b>					
Assistant Superintendent.....	1,750 00	.....	1,750 00	.....	
Cleaning.....	1,078 50	.....	1,078 50	.....	
Fuel.....	7,700 15	.....	7,700 15	.....	
Furniture and Fixtures.....	608 03	.....	608 03	.....	
Gas and Electricity.....	1,588 95	.....	1,588 95	.....	
Power House and Janitorial Service: Wages.....	17,963 74	.....	17,963 74	.....	
Repairs.....	2,594 48	.....	2,594 48	.....	
Superintendent's Supplies.....	2,116 76	.....	2,116 76	.....	
Water Rates.....	1,993 64	.....	1,993 64	.....	
Gymnasium:.....	1,777 31	.....	1,777 31	.....	
Janitorial Service.....	1,800 00	.....	1,800 00	.....	
Laundry Service.....	40,971 56	.....	40,971 56	.....	
		\$126,491 60	\$121,674 50	.....	
<b>PART C—LIBRARY</b>					
Salaries.....	34,766 61	.....	34,766 61	.....	
Binding Manuscripts.....	57 70	.....	57 70	.....	
					\$4,817 10

Books and Binding.....	9,761 16			1 00
Incidentals .....	2,890 00			
<b>PURCHASES FROM SPECIAL FUNDS</b>				
Avery Architectural Library Fund.....	1,765 41			
Barnard Library Fund.....	2,822 27			
Cotheal Fund.....	237 73			
Dean Lung Fund.....	144 32			
Drister Classical Fund.....	399 63			
Schurz Library Fund .....	410 40			
		5,779 76		
<b>PURCHASES FROM OTHER FUNDS</b>				
Additional Equipment and Other Special Needs.....	1,831 95			
American Archaeology Fund.....	107 76			
Chinese Book Binding Fund.....	326 45			
Lewisohn Dissertation Fund.....	91 89			
Loeb (Games) Fund.....	166 67			
Low (Wm. G.) Fund.....	155 71			
Special Fund (Anonymous),.....	9,064 67			
		11,745 10		
<b>DEPARTMENTAL LIBRARIES</b>				
History.....		432 54	432 54	
<b>LAW SCHOOL LIBRARY</b>				
Salaries.....	2,343 28			
Books and Binding.....	170 00			
		2,513 28	2,343 28	170 00
<b>MEDICAL SCHOOL LIBRARY</b>				
Salaries and Books and Binding.....	1,028 08			
Incidentals.....	8 64			
Special Equipment Fund .....	13			
		1,036 85	1,028 08 8 64	
				13
		\$68,983 00	\$51,287 01	\$5,842 01
				\$11,853 98

	Expenditures in Detail	Total Expenditures	From General Income
<b>PART D—BUSINESS ADMINISTRATION</b>			
Salaries.....	\$18,000 38	.....	\$18,000 38
Clerk's Office, Sundries .....	1,497 77	.....	1,497 77
Treasurer's Office, Sundries .....	337 35	.....	337 35
Contingent Expenses .....	2,571 04	.....	2,571 04
Rent.....	1,100 00	.....	1,100 00
Insurance .....	1,620 60	.....	1,620 60
		\$25,127 14	
		\$25,127 14	\$25,127 14

### SUMMARY OF SCHEDULE 7

	From General Income	From Income of Special Funds	From Receipts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$767,908 06	\$84,200 23	\$33,430 40	\$885,538 69
121,674 50	.....	4,817 10	126,491 60	
51,287 01	.....	5,842 01	68,983 00	
25,127 14	.....	.....	25,127 14	
Part B.—Buildings and Grounds .....	\$965,996 71	\$90,042 24	\$5,101 48	\$1,106,140 43
Part C.—Library .....	.....	.....	3,392 60	
Part D.—Business Administration .....	.....	.....	.....	\$1,102,747 83
Advance payments made in 1903-4 net.....	.....	.....	.....	
Payments made in 1904-5 for Current Expenses.....	.....	.....	.....	

**Schedule 8****MISCELLANEOUS PAYMENTS****CHARGEABLE AGAINST INCOME OF SPECIAL FUNDS:**

Mrs. Anton Seidl (Seidl Fund).....	\$480 00
Mrs. William P. Trowbridge (Trowbridge Fund).....	500 00
Mrs. George E. Waring (Waring Fund)...	2,000 00
Miss Effie Blunt Waring (Waring Fund)..	2,000 00
Journalism Fund.....	<u>37,440 00</u>
	<u>\$42,420 00</u>

**CHARGEABLE AGAINST PRINCIPAL OF SPECIAL FUNDS:**

Phoenix Legacy, Legal Expenses.....	12,150 00
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**INVESTMENTS IN PERSONAL SECURITIES:**

## Adams Fund:

Received from Mr. Edward D. Adams, as part of the Ernest Kempton Adams Fund, \$70,000; Northern Pacific R.R. Co.'s Three Per Cent. General Lien Railway and Land Grant Gold Bonds, due 2047.....	50,000 00
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## Phoenix Legacy—Bonds and Mortgages as follows:

On 206 West 17th St., N. Y., Siegfried W. Mayer.....	\$5,000 00
On 238 East 15th St., N. Y., Cornelia Lee Page .....	17,000 00
\$15,000 Consolidated Stock of the City of New York.....	15,212 50
\$2,000 Corporate Stock of the City of New York .....	2,043 00
	<u>39,255 50</u>

## Other Special and General Funds—Bonds and Mortgages:

No. 588 Fifth Ave., Wm. H. Eagleson....	200,000 00
No. 592 Fifth Ave., Jeanette P. Goin.....	168,000 00
No. 29 West 47th St., Luis F. Emilio.....	30,000 00
No. 37 West 47th St., Ellen D. B. Brown..	46,500 00
No. 47 West 47th St., Elizabeth R. Dinsmore.....	38,500 00
No. 16 West 48th St., John D. Wing.....	72,000 00
No. 34 West 48th St., Elizabeth W. Van Ingen .....	50,500 00
No. 38 West 48th St., Evan M. Evans.....	35,750 00
18 Gramercy Park, Columbia University Club.....	<u>100,000 00</u>
	<u>741,250 00</u>

One Hundred Shares Consolidation Coal Co.'s Stock received from the Beck Estate.....	7,500 00	838,005 50
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**UNIVERSITY, MORNINGSIDE:**

## Land, Buildings and Equipment:

Hamilton Hall, Construction.....	920 25
Hamilton Hall, Equipment.....	1 60
Hartley Hall, Construction.....	144,504 07
Carried forward.....	<u>\$145,425 92</u>
	<u>\$892,575 50</u>

## TREASURER'S REPORT

Brought forward.....	\$145,425 92	\$892,575 50
Kent Hall, Construction.....	356 28	
Livingston Hall (Dormitory "B") Construction .....	141,639 13	
St. Paul's Chapel, Construction.....	54,153 07	
School of Mines Building, Construction..	145,787 78	
Journalism Building.....	259 92	
University Hall, Equipment.....	262 07	
South Field, Improvements.....	12,423 46	
South Field, 1903 Tax.....	20,086 48	
South Field, 1904 Water Rates.....	75 00	
South Field, Legal Expenses.....	55 22	32,640 16
		520,524 33
 CIVIL ENGINEERING SUMMER COURSE, MORRIS, CONN.:		
Improvements.....	2,934 90	
Repairs to Rented Houses.....	270 06	
Legal Expenses.....	50 34	
		3,255 30
 COLUMBIA COLLEGE NOTES:		
Paid.....		500,000 00
 SOUTH FIELD MORTGAGES:		
Paid.....		1,500,000 00
 ENDOWMENT ACCOUNT:		
Commissions, Insurance and Tax Searches, on sale of Lots, 47th and 48th Street block.....	20,848 25	
Title Guarantee and Trust Co.....	8,654 94	
		29,503 19
 STUDENTS' LOAN FUND:		
Advanced to Students on their Notes.....		525 00
 ADVANCE PAYMENTS AGAINST APPROPRIATIONS FOR 1905-6:		
Dormitory Announcements.....	184 27	
Summer Session, 1905, Morningside.....	2,166 41	
Summer Session, 1905, Medical School....	314 03	2,480 44
Sextennial Catalogue.....	63 00	
Buildings and Grounds, Planting.....	90 72	
Mining, Departmental Appropriation....	400 00	
		3,218 43
 DEPOSITS FOR APPARATUS:		
Refund.....		30,201 73
 DEPOSITS FOR KEYS:		
Refund.....		1,259 66
 RENTS, 1905-6:		
Payments to Lessees on Renewals.....		6,034 00
 RENTS, 1906-7:		
Payments to Lessees on Renewals.....		5,229 00
		\$3,492,326 14

**FUNDS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1905**

**TREASURER'S REPORT**

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ACCOUNTS	Credit Balances, June 30, 1904	Receipts, 1904-1905	Total Credits	Payments, 1904-1905	Credit Balances, June 30, 1905
<b>EDUCATIONAL ADMINISTRATION:</b>					
American Mathematical Society Gift.	.....	\$375.00	\$75.00	\$100.00	\$75.00
American School for Oriental Study, etc.	.....	100.00	100.00	100.00	0.00
Dean (Bashford) Gift, for Research Work.	.....	200.00	200.00	200.00	0.00
St. Louis Exposition.	.....	.....	*1,175.00	1,175.00	0.00
St. Louis Exposition Fund for Students.	\$2,760.00	95.65	*2,760.00	2,760.00	5,095.65
150th Anniversary Celebration.	.....	.....	*5,095.65	.....	.....
<b>DEPARTMENTAL:</b>					
Anthropology: Salaries.	235.00	.....	*935.00	935.00	0.00
Architecture: Alex. M. Welch Gift.	839.00	1,545.15	839.00	600.00	239.00
Astronomy: Catherine W. Bruce Fund.	10,191.82	1,600.00	11,736.97	3,004.37	8,732.60
Astronomy: Publication of Work on Variation of Latitude.	.....	.....	1,600.00	1,600.00	0.00
Botany: Departmental use.	.....	15.00	15.00	15.00	0.00
Chemistry: Additional Equipment.	.....	13,582.41	\$3,500.00	.....	3,500.00
Chemistry: Electro-Chemical Laboratory Equipment Fund.	1,000.00	300.00	13,582.41	1,000.00	13,582.41
Chinese: Salaries.	.....	.....	*800.00	800.00	0.00
Economics and Social Science: Salaries.	.....	682.65	682.65	682.65	0.00
Electrical Engineering: Departmental use.	.....	1,150.00	1,150.00	1,150.00	0.00
German: Salaries.	.....	580.00	580.00	580.00	0.00
German: Schiller Fund.	.....	.....	.....	329.69	250.31
German: Special Equipment Fund.	16.00	.....	.....	16.00	0.00
History: Historical Reading Room Equipment Fund.	29.23	.....	29.23	29.23	0.00
Mechanics: Apparatus.	400.08	.....	\$250.00	233.20	16.80
Mechanics: Special Equipment Fund, 1900.	.....	54.34	400.08	.....	400.08
Mechanics: Special Fund.	169.08	.....	54.34	54.34	54.34
Metallurgy: Special Fund.	44.03	.....	*659.08	529.94	129.14
Mineralogy: Special Equipment Fund.	1,042.41	1,000.00	\$344.03	44.03	300.00
Mining and Metallurgy: Special Fund.	.....	27.25	1,069.66	1,069.66	569.66
Mining: Equipment Fund (Weltsee Gift).	169.54	75.00	1,000.00	1,000.00	1,000.00
Mining: Special Fund.	.....	.....	*244.54	237.21	7.33
Oriental Languages: Salaries.	.....	.....	*1,000.00	1,000.00	0.00
Philosophy and Psychology: Salaries.	22,500.00	500.00	23,000.00	5,083.38	17,916.62
Physics: Additional Equipment.	12.13	.....	*6,000.00	5,077.37	922.63
Psychology and Anthropology: Special Equipment Fund.	4,000.00	340.00	12.13	12.13	12.13
Romance Languages: French Lecture Fund.	228.95	500.00	240.00	240.00	0.00
Zoiology: Journal of Experimental Zoölogy.	24.44	.....	4,000.00	1,000.00	3,000.00
Zoölogy: Senit Zoölogical Expedition.	.....	.....	500.00	500.00	0.00
Zoölogy: Special Fund, 1901.	.....	.....	228.95	228.95	0.00
Zoölogy: Special Fund.	.....	.....	24.44	24.44	24.44
Carried forward.....	\$45,235.87	\$20,722.45	\$84,883.32	\$30,021.88	\$54,361.44

ACCOUNTS	Credit Balances, June 30, 1904	Receipts, 1904-1905	Total Credits	Payments, 1904-1905	Credit Balances, June 30, 1905
Brought forward.....	\$45,235 87	\$20,722 45	\$84,883 32	\$30,021 88	\$54,361 44
<b>SCHOOL OF MEDICINE:</b>					
Pathology: Salaries.....	44 07	700 00	700 00	.....	700 00
Physiology: Laboratory Equipment.....	.....	.....	* 44 07	.....	44 07
Surgery: Salaries.....	1 11	.....	* 500 00	.....	500 00
Surgery Research Laboratory.....	.....	.....	* 1,301 11	158 52	1,142 59
Fellowships, Scholarships and Prizes:	.....	.....	.....	.....	.....
Barnard Medal.....	.....	1,000 00	* 200 00	200 00	.....
Daly (Marcus) Scholarship.....	.....	200 00	1,000 00	1,000 00	.....
Jones (John D.) Scholarship.....	.....	250 00	200 00	200 00	.....
Lawrence Scholarship.....	.....	1,000 00	250 00	250 00	.....
Alumni Fellowships, School of Medicine.....	.....	600 00	1,000 00	1,000 00	.....
Research Fellowship in Pharmacology.....	.....	.....	600 00	600 00	.....
BUILDINGS AND GROUNDS:	.....	.....	.....	.....	.....
Barnard Memorial Window.....	.....	1,000 00	1,000 00	1,000 00	.....
Columbia Flags.....	.....	65 00	* 65 00	65 00	.....
Havemeyer Hall: Repairs.....	.....	.....	* 750 00	400 10	349 90
Library Building: Drinking Fountain.....	1,000 00	.....	1,000 00	1,000 00	.....
Model of Buildings and Grounds.....	.....	3,000 00	3,000 00	3,000 00	.....
Schemerhorn Hall: Inscription.....	.....	352 00	352 00	352 00	.....
LIBRARY:	.....	.....	.....	.....	.....
Additional Equipment and Other Special Needs.....	1,874 77	.....	1,874 77	1,831 95	42 82
American Archaeology Fund.....	.....	107 75	\$ 287 84	107 73	180 08
Avery Architectural Library.....	.....	1 00	107 75	107 75	.....
Books and Binding.....	792 39	.....	792 39	1 00	0 00
Chinese Book-binding Fund.....	.....	.....	.....	326 45	465 94
Crimmins-Mausi Fund.....	824 65	.....	824 65	86 70	86 70
Lewisohn Dissertation Fund.....	16	350 00	350 00	350 16	91 89
Loeb (James) Fund.....	535 50	250 00	785 50	166 67	183 49
Low (Wm. G.) Fund.....	1,200 40	10,311 45	* 21,511 85	155 71	629 79
Special Fund for Purchase of Books.....	13	.....	13	9,064 67	12,447 18
Special Equipment of Library at Medical School.....	.....	.....	.....	13	13
Anonymous Gift for Current Expenses.....	8,175 00	20,000 00	28,175 00	* .....	7,250 00
	\$59,770 75	\$59,909 65	.....	\$50,101 48	\$80,116 76

\* Transferred from Anonymous Gift to the credit of 150th Anniversary Celebration (\$5,000); St. Louis Exposition (\$1,175); Anthropology, Salaries (\$700); Economics and Social Science (\$500); Oriental Languages, Salaries (\$1,000); Surgery, Salaries (\$500); Surgical Research Laboratory (\$1,300); Havemeyer Hall, Repairs (\$750); Library, Special Fund (\$10,000)

† Transferred from Mining and Metallurgy, Special Fund, to Metallurgy, Special Fund.

‡ From amount set aside in previous years from Income of Barnard Library Fund

§ Transferred from Phoenix Legacy to credit of Chemistry; Additional Equipment (\$3,500); Mechanics: Apparatus (\$250); Mineralogy: Special Equipment Fund (\$6,000); Physics: Additional Equipment (\$6,000); American Archaeology Fund (\$287.84)

**Schedule 10****INTEREST ACCOUNT****INTEREST PAID:**

On Bloomingdale Site Mortgage.....	\$40,000 00
On South Field Mortgages.....	47,145 67
On Columbia College 3% Mortgage Gold Bonds	57,150 00
On Columbia College Notes.....	22,750 00
On Williamsbridge Property Mortgage.....	1,920 00
On Loubat Annuity Mortgage.....	17,920 00
On Special Fund for Mining & Metallurgy....	<u>27 25</u>
	<b>\$186,912 92</b>

**INTEREST RECEIVED:**

On General Investments.....	1,953 77
On deposits of General Funds.....	17,314 74
On deposits of Special Funds.....	3,598 87
	<b>22,867 38</b>
	<b>\$164,045 54</b>

**DEDUCT INTEREST APPORTIONED to Special  
Real Estate Account, as follows:**

Williamsbridge Property.....	6,409 33
Gaillard-Loubat Library Endowment Fund..	24,704 50
	<b>31,113 83</b>
	<b>\$132,931 71</b>
GIFT, 1901, for Interest Account, 1904-5 .....	1,000 00
	<b>\$131,931 71</b>

## **SPECIAL REAL ESTATE INCOME AND EXPENSE ACCOUNT**

	Expenses, 1904-1905	Interest Apportion- ment	Total Debits	Receipts	Deficit Balance, June 30, 1905
<b>WILLIAMSBRIDGE PROPERTY :</b>					
Taxes and Water Rates.....	\$1,631 41				
Legal Expenses in opening Perry Avenue.....	327 74				
Insurance.....	139 31				
Caretaker.....	600 00				
Sundries.....	145 93				
	<u>\$2,844 39</u>				
Interest on Mortgage.....		\$1,920 00			
Interest on Advances.....		4,489 33			
Award for land taken by City for Perry Avenue.....					
Rents.....					
		<u>\$6,488 36</u>			
<b>GENERAL SOCIETY PROPERTY (18 East 16th St.):</b>					
Taxes and Water Rates.....	\$1,772 43				
Legal Expenses in preparing lease.....	28 92				
Broker's Commission on lease.....	1,260 00				
Insurance.....	83 00				
Caretaker.....	20 00				
Sundries.....	2 00				
Rents.....					
		<u>3,166 35</u>			
				\$10 00	
<b>GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND :</b>					
Taxes.....	14,240 85				
Insurance.....	6,125 76				
Agents' Commissions.....	1,379 20				
Improvements and Repairs.....	9,107 74				
Annuity to Joseph F. Loubat.....	60,000 00				
	<u>\$90,853 55</u>				
Interest on Mortgage.....		17,920 00			
Interest on Advances.....		6,784 50			
Rents.....					
New York Life Insurance & Trust Co. Annuity.....					
		<u>\$115,167 97</u>			
	<u>\$96,864 29</u>	<u>\$31,113 83</u>	<u>\$127,978 12</u>	<u>\$122,943 33</u>	<u>\$5,034 79</u>

**Schedule 12****SPECIAL REAL ESTATE ACCOUNT****WILLIAMSBRIDGE PROPERTY:**

June 30, 1904—To Balance.....	Dr.	\$159,266 40
June 30, 1905—To Deficit Income.....		1,488 36
	To Balance, Dr.....	
		\$160,754 76

**18 EAST SIXTEENTH STREET:**

June 30, 1904—To Balance.....	Dr.	163,960 04
June 30, 1905—To Deficit Income.....		3,156 35
	To Balance, Dr.....	
		167,116 39

**LOUBAT PROPERTY, 503-511 BROADWAY:**

June 30, 1904—To Balance.....	Dr.	629,769 86
June 30, 1905—To Deficit Income.....		390 08
	To Balance, Dr.....	
		630,159 94

**Schedule 13****SUMMARY****EDUCATIONAL EXPENSES AND ADMINISTRATION**

	DR.	CR.
General Income of the Corporation 1904-5 (Schedule 3, page 270).....		\$965,939 33
Current Expenses chargeable against General Income of the Corporation for 1904-5 (Sum- mary of Schedule 7, 1st Column, p. 277).....	\$965,996 71	
Balance, Deficit.....	57 38	
	<u>\$965,996 71</u>	<u>\$965,996 71</u>

**INCOME AND GENERAL EXPENSES, 1904-5:**

Interest Account, Deficit.....	\$131,931 71
Educational Expenses and Administration, De- ficit.....	57 38
Total Deficit, 1904-5.....	<u>\$131,989 09</u>

### Schedule 14

#### PRINCIPAL OF SPECIAL FUNDS

##### ERNEST KEMPTON ADAMS FUND FOR PHYSICAL RESEARCH:

Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Established 1904..... \$50,000 00

##### AVERY ARCHITECTURAL FUND:

Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890..... 30,000 00

##### BARNARD FELLOWSHIP FUND:

Legacy from the late President Barnard to establish the "Barnard Fellowship for Encouraging Scientific Research." Established 1889..... 10,000 00

##### BARNARD LIBRARY FUND:

The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1910. Established 1889..... 59,501 64

##### MARGARET BARNARD FUND:

The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College "to augment the sum left by my late husband." Established 1892..... 16,231 67

##### BECK FUNDS:

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1894.

Beck Scholarship Fund.....	\$2,000 00
Beck Prize Fund.....	\$8,000 00
 Carried forward.....	
	\$175,733 31

Brought forward.....	\$175,733 31
<b>JULIUS BEER LECTURE FUND:</b>	
Legacy of the late Julius Beer. Established 1903.....	10,000 00
<b>BENNETT PRIZE FUND:</b>	
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00
<b>BUNNER PRIZE FUND:</b>	
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American Literature. Established 1896 .....	1,000 00
<b>RICHARD BUTLER SCHOLARSHIP FUND:</b>	
Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler, open to students born in the State of Ohio. Established 1903.....	5,000 00
<b>CAMPBELL SCHOLARSHIP FUND:</b>	
Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the class of 1844, and Henry B. Campbell, of the class of 1847. Established 1900.....	6,000 00
<b>JAMES S. CARPENTIER FUND:</b>	
Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903.....	125,000 00
<b>R. S. CARPENTIER FUND:</b>	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
<b>CENTER FUND:</b>	
Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.....	178,046 50
<b>CHANLER PRIZE FUND:</b>	
Bequest of J. Winthrop Chanler, of the class of 1847, to found an annual prize for "the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject." Established 1877.....	1,000 00
Carried forward.....	\$602,779 81

Brought forward.....	\$602,779 81
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**CLARK SCHOLARSHIP FUND:**

Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,000 00
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**CLASS OF 1848 SCHOLARSHIP FUND:**

Gift of an anonymous friend, 1902.....	10,000 00
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**COLUMBIA FELLOWSHIP FUND:**

Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn, of the class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889.....	13,000 00
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**COTHEAL FUND:**

Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896.....	6,000 00
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**CURTIS FELLOWSHIP FUND:**

Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....	10,000 00
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**GEORGE WILLIAM CURTIS MEDALS FUND:**

Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,000 00
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**DACOSTA PROFESSORSHIP FUND:**

The late Charles M. DaCosta, a member of the class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576 83
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**EDWARD A. DARLING PRIZE FUND:**

Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903.....	1,000 00
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Carried forward.....	\$744,356 64
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Brought forward.....	\$744,356 64
<b>DEAN LUNG PROFESSORSHIP OF CHINESE FUND:</b>	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	213,000 00
<b>DRISLER CLASSICAL FUND:</b>	
Gift of President Low for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000 00
<b>DYCKMAN FUND:</b>	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899.....	10,000 00
<b>EATON PROFESSORSHIP FUND:</b>	
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000 00
<b>GARTH MEMORIAL FUND:</b>	
Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250 00
<b>GEBHARD FUND:</b>	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
<b>GERMAN LECTURE FUND:</b>	
Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000 00
<b>GUSTAV GOTTHEIL FELLOWSHIP FUND:</b>	
Gift from Temple Emanu-El to establish this fellowship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000 00
<b>CORNELIUS HEENEY GOTTSBERGER SCHOLARSHIP FUND:</b>	
Bequest of Ellen Josephine Banker to establish a scholarship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904.....	9,500 00
Carried forward.....	\$1,134,106 64

Brought forward.....	\$1,134,106 64
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**HARSEN SCHOLARSHIP FUND :**

Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships.....	31,114 10
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**ILLIG FUND :**

Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898 .....	2,000 00
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**JACOBI WARD FUND :**

Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi.....	50,000 00
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**LAW-BOOK TRUST FUND :**

Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole's gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000) and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books.....	4,250 00
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**LOUBAT FUND :**

Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000 00
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**LOUBAT PROFESSORSHIP FUND :**

Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archaeology. Established 1903.....	100,000 00
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**McKIM FELLOWSHIP FUND :**

Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889.....	20,000 00
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**MEMBER OF CLASS OF '85 FUND :**

Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895.....	1,050 00
Carried forward.....	\$1,349,520 74

Brought forward.....	\$1,349,520 74
<b>GUY B. MILLER FUND:</b>	
Bequest of the late Guy B. Miller, of the class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established, 1904.....	10,000 00
<b>MOFFATT SCHOLARSHIP FUND:</b>	
Legacy from William B. Moffatt, M.D., of the class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00
<b>MOSENTHAL FELLOWSHIP FUND:</b>	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
<b>PERKINS FELLOWSHIP FUND:</b>	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1906.....	5,700 00
<b>PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:</b>	
Gift to the Philolexian Society from J. Ackerman Coles, of the class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902....	1,000 00
<b>PHILOLEXIAN PRIZE FUND:</b>	
From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4.....	1,326 80
<b>PHÆNIX LEGACY:</b>	
On account of one-third part of the residuary estate of the late Stephen Whitney Phœnix, bequeathed to Columbia College in 1881 .....	178,597 08
<b>ALEXANDER MONCRIEF PROUDFIT FELLOWSHIP FUND:</b>	
Legacy from the late Alexander Moncrief Proudfit, of the class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudfit Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
Carried forward.....	\$1,570,644 62

Brought forward.....	\$1,570,644 62
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**MARIA McLEAN PROUDFIT FELLOWSHIP FUND IN MEDICINE:**

Legacy from the late Alexander Moncrief Proudfit, of the class of 1892, to found a fellowship to be known as the "Maria McLean Proudfit Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying this fellowship, or the income thereof, remain unmarried. Established 1889.....	15,000 00
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**JOSEPH PULITZER FUND FOR SCHOOL OF JOURNALISM:**

Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903.....	1,000,000 00
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**PULITZER SCHOLARSHIP FUND:**

Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one half the sum to be used on improvements on the new site at 116th Street. Established 1893.....	50,448 75
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**SCHERMERHORN SCHOLARSHIP FUND:**

Bequest of John J. Schermerhorn, of the class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877.....	5,000 00
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**SCHIFF FELLOWSHIP FUND:**

Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000 00
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**SCHIFF PROFESSORSHIP FUND:**

Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.....	100,000 00
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**CARL SCHURZ FELLOWSHIP FUND:**

From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
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**CARL SCHURZ LIBRARY FUND:**

From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000 00
Carried forward.....	\$2,776,093 37

Brought forward..... \$2,776,093 37

**SEIDL FUND :**

The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself to the study of musical composition at Columbia University, or elsewhere in this country, or abroad." ..... 12,000 00

**SLOANE MATERNITY HOSPITAL FUND :**

Gift of William D. Sloane and Emily Thorne Sloane, his wife, as an endowment to the Sloane Maternity Hospital, to make all its beds free in perpetuity. Established in 1889..... 475,000 00

**SMITH PRIZE FUND, SCHOOL OF MEDICINE :**

Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College..... 2,337 81

**STEVENS PRIZE FUND, SCHOOL OF MEDICINE :**

Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. To be next awarded in June, 1906..... 1,899 88

**STUART SCHOLARSHIP FUND :**

The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895..... 6,000 00

**TOPPAN PRIZE FUND :**

Gift of Mrs. Sarah M. Toppan to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904..... 4,000 00

**TROWBRIDGE FELLOWSHIP FUND :**

Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893..... 10,000 00

Carried forward..... \$3,287,331 06

Brought forward.....	\$3,287,331 06
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**TRUST FUND FOR PSYCHOLOGY:**

Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....	100,000 00
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**TYNDALL FELLOWSHIP FUND:**

Gift of the late Professor John Tyndall of London, the income to be applied to the support of "American pupils who may have shown decided talent in Physics, etc." Established 1885.....	10,945 50
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**VANDERBILT CLINIC ENDOWMENT FUND:**

Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896.....	115,000 00
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**WARING FUND:**

The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of said College may direct."

For Mrs. Waring.....	\$50,000 00
For Miss Waring.....	50,000 00
	<hr/>
	100,000 00
	<hr/>
	\$3,613,276 56

**Schedule 15****INVESTMENT OF SPECIAL AND GENERAL FUNDS IN PERSONAL SECURITIES****I—Special Funds****BONDS**

\$4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	\$4,574 00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Gold Bonds, due 1937.....	17,940 32
5,000 Canada Southern R. R. Co's 5 per cent. Second Mortgage Bonds, due 1913 .....	5,000 00
20,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	20,000 00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Gold Bond, due 1940 (Craig Valley Branch).....	1,000 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926.....	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933.....	250,000 00
200,000 Columbia College 3 per cent. Mortgage Gold Bonds, due 1909.....	200,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67
10,000 Lehigh & Hudson River R. R. Co's 6 per cent. (reduced to 5 per cent.) First Mortgage Gold Bonds, due 1911.....	10,000 00
28,000 Lehigh Valley R. R. Co.'s 4½ per cent. First Mortgage Bonds, due 1940 .....	28,000 00
10,000 Lehigh Valley Terminal R. R. Co.s 5 per cent. First Mortgage Gold Bonds, due 1941.....	10,000 00
29,000 Manhattan Railway Co's 4 per cent. Consoli- dated Bonds, due 1990.....	27,948 75
225,000 Michigan's Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931.....	225,000 00
Carried forward.....	\$967,286 24

Brought forward.....	\$967,286 24
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00
3,000 New York Central & Hudson River R. R. Co's 4 per cent. Gold Extended Debt Certificates of 1853, due 1905.....	3,000 00
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932.....	22,500 00
70,000 Northern Pacific R. R. Co's (General Lien Rail- way & Land Grant) 3 per cent. Gold Bonds, due 2047.....	50,000 00
95,000 Northern Pacific R. R. Co's (Prior Lien Rail- way & Land Grant) 4 per cent. Gold Bonds, due 1997.....	95,750 00
211,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	200,000 00
50,000 Oregon Short Line R. R. Co's 5 per cent. Con- solidated First Mortgage Gold Bonds, due 1946..	56,112 50
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933.....	28,000 00
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Gold Bonds, due 1989.....	50,000 00
32,000 West Shore R. R. Co's 4 per cent. First Mort- gage Bonds, due 2361.....	31,945 50
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Gold Bonds, 1949.....	45,750 00
	<u>\$1,575,344 24</u>
STOCKS	
16 shares Albany & Susquehanna R. R. Co.....	\$2,000 00
300 shares Atlanta & Charlotte Air Line R. R. Co..	51,337 50
19 shares Catawissa R. R. Co. preferred (\$50 par value).....	475 00
11 shares Cincinnati, Hamilton & Dayton R. R. Co., Common.....	
2,000 City of New York Corporate Stock, for Replen- ishing the Fund for Street and Park Open- ings, due 1929.....	2,043 00
15,000 City of New York Consolidated Stock (Street and Park Opening Fund), due 1918.....	15,212 50
5 shares Consolidated Gas Co. of New York.....	193 53
122 shares Delaware & Hudson Co.....	12,870 00
103 shares Delaware, Lackawanna & Western R. R. Co. (\$5G par value).....	6,180 00
262 shares Illinois Central R. R. Co.....	31,265 33
500 shares Manhattan Railway Co.....	70 500 00
	<u>\$192,076 86</u>
Carried forward.....	<u>\$1,575,344 24</u>

Brought forward.....	\$192,076 86	\$1,575,344 24
13 shares National Bank of Commerce of New York	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co.....	11,605 50	
10,000 shares Pennsylvania R. R. Co. (\$50 par value) ..	625,000 00	
33 shares Pittsburg, Fort Wayne & Chicago R. R. Co.....	4,125 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
155 shares United New Jersey R. R. & Canal Co....	28,894 88	865,135 65

## BONDS AND MORTGAGES

Louisa M. Agostini, on 17 West 47th Street, New York, at 4½ per cent., due 1907.....	43,500 00
Ellen D. B. Brown, on 37 West 47th Street, New York, at 4½ per cent., due 1907.....	46,500 00
Jacob D. Butler, on "Wheeler Property," 161st Street and Broadway, New York, at 4 per cent., due 1904.....	250,000 00
Eversley Childs and William C. Pate, on Malbone Street, Brooklyn, at 5 per cent., due 1904.....	8,750 00
Columbia University Club, on 18 Gramercy Park, New York, at 4 per cent., due 1910.....	100,000 00
Elizabeth R. Dinsmore, on 47 West 47th Street, New York, at 4½ per cent., due 1907.....	38,500 00
Evan M. Evans, on 38 West 48th Street, New York, at 4½ per cent., due 1910.....	35,750 00
Julius B. Fox, on 329 East 23d Street, New York, at 5 per cent., due 1906.....	28,000 00
Morris Goldberg and Nathan Schancupp, on 136 Monroe Street, New York, at 4½ per cent., due 1903 .....	15,000 00
Francis Huber, on 209 East 17th Street, New York, at 4 per cent., due 1900.....	15,000 00
Leopold Kaufmann, on 57 Morton Street, New York, at 5 per cent., due 1906.....	30,000 00
Leopold Kaufmann, on 212 Grand Street, New York, at 4½ per cent., due 1907.....	33,000 00
Lillie A. King, on 2262 Second Avenue, New York, at 4 per cent., due 1904.....	15,000 00
Alexander Latner, on 437 East 86th Street, New York, at 4½ per cent., due 1906.....	6,000 00
Frank Maunsell, on 163-173 Sterling Place, Brooklyn, at 4 per cent., due 1905.....	35,000 00
Siegfried W. Mayer, on 206 West 17th Street, New York, at 4 per cent., due 1905.....	5,000 00
Carried forward.....	\$705,000 00
	\$2,440,479 89

Brought forward.....	\$705,000 00	\$2,440,479 89
Elizabeth Moore, on 44 West 48th Street, New York, at 4½ per cent., due 1907.....	32,500 00	
William Moores, on north side 129th Street, 315 feet east of Fourth Avenue, New York, at 4 per cent., due 1902.....	15,000 00	
Cornelia Lee Page, on 238 East 15th Street, New York, at 4 per cent., due 1901.....	17,000 00	
Amy A. Sands, on 58 West 48th Street, New York, at 4 per cent., due 1907.....	35,000 00	
Moritz Simon and Wife, on 93 Park Row, New York, at 4 per cent., due 1907.....	15,000 00	
William H. Vanden-Burg, on 30 West 48th Street, New York, at 4½ per cent., due 1907.....	46,000 00	
Elizabeth W. Van Ingen, on 34 West 48th Street, New York, at 4½ per cent., due 1908 (part).....	16,276 42	
William Hanford White, on 56 West 48th Street, New York, at 4½ per cent., due 1907.....	36,500 00	
Frances F. Wood, on 33 West 47th Street, New York, at 4½ per cent., due 1907.....	49,500 00	
Edmund H. Wright, on Schenectady Avenue, Brook- lyn, at 5 per cent., due 1899.....	5,000 00	972,776 42

## MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3½ per cent.....	20 25
	\$3,413,276 56

## II—General Funds

## STOCK

Consolidation Coal Co. of Maryland, 100 shares stock (par \$100).....	7,500 00
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## BONDS AND MORTGAGES

Mary F. Betts, on 588 Fifth Avenue, New York, at 4½ per cent., due 1906.....	200,000 00
L. Stuart Wing, on 16 West 48th Street, New York, at 4½ per cent., due 1908.....	72,000 00
Elizabeth W. Van Ingen, on 34 West 48th Street, New York, at 4½ per cent., due 1910 (part).....	34,223 58
Charlotte Weatherley, on 592 Fifth Avenue, New York, at 4½ per cent., due 1907.....	168,000 00
	481,723 58
	\$3,895,000 14

## Schedule 16

## ARREARS OF RENT, JUNE 30, 1905

Arrears of Rent, June 30, 1904.....	\$9,461 50
Collected in 1904-1905.....	<u>9,461 50</u>
Total amount of Rents Receivable, 1904-5.....	382,783 76
Collected in 1904-5.....	<u>375,851 26</u>
Arrears accrued during 1904-5.....	<u><u>\$6,932 50</u></u>
210 Barclay Street, Cornelius A. Baldwin, 6 months to February 1, 1905.	600 00
200 and 200a Barclay Street and Park Place, Trustees of Estate of George W. Bassett, 6 months to May 1, 1905.....	1,300 00
201 and 201a Barclay Street and Park Place, E. A. Anderson, Trustee, 6 months to May 1, 1905.....	1,250 00
216 College Place, Mattson Rubber Co., 6 months to May 1, 1905.....	510 00
237 Greenwich Street, Rev. Gabriel A. Healy, Executor, 1 year to May 1, 1905.....	1,250 00
43 West 48th Street, Corinne B. de Garmendia, 6 months to May 1, 1905.	407 50
53 West 48th Street, Charles DuPont Coudert, 6 months to May 1, 1905.	378 00
48 West 49th Street, John Smith Rice, 6 months to May 1, 1905.....	325 00
68 West 49th Street, Julia M. Tierney, 6 months to May 1, 1905.....	369 00
53 West 50th Street, Amelia A. W. Peck, 1 year to May 1, 1905.....	543 00
	<u><u>\$6,932 50</u></u>

NEW YORK, October 2, 1905

JOHN McL. NASH  
Treasurer

We certify that we have examined the accounts of the Treasurer of Columbia College for the year ending June 30, 1905, and find them to be correct and duly vouched for.

PATTERSON, TEELE & DENNIS  
*Certified Public Accountants*

# Barnard College—Financial Statement, 1904–1905

The Report of the Treasurer of Barnard College has been examined by Messrs. PATTERSON, TEELE & DENNIS, Certified Public Accountants, and has been vouched for by them.

## RECEIPTS

SCHEDULE I.		DISBURSEMENTS	
Balance on hand.....	\$292 76	General Purposes:	
Dividends.....	28,333 75	Educational Administration.....	\$78,881 74
Undergraduate Fees:		Business Administration.....	2,000 00
Tuition Receipts.....	\$52,772 12	Care of Buildings and Grounds.....	26,602 11 \$107,483 85
Diploma.....	1,245 00	Ella Weed Memorial Library:	
Matriculation.....	645 00	Salary of Custodian.....	450 00
Examination.....	485 00	Books and Incidentals.....	1,239 74 1,689 74
Laboratory.....	372 50	Scientific Departments:	
Breakage.....	253 00	Botany.....	349 84
Miscellaneous Sources (including Loan New York	55,772 62	Chemistry.....	830 00
Trust Company).....	3,017 76	Physics.....	1,490 00
Gifts for Designated Purposes:		Zoölogy.....	459 36 3,129 20
General Funds.....	20,665 00	Fees Returned to Students.....	294 23
Scholarships.....	2,285 00	Teachers College: Undergraduate Instruction.....	2,292 50
Scientific Laboratories.....	1,720 00	Columbia University: Undergraduate Instruction.....	808 75
Chapel Music Fund.....	46 00	Miscellaneous:	
Ella Weed Library: Books.....	25 00	Scholarship Balances.....	\$640 00
		Prizes.....	100 00
		School for Classical Studies at Rome.	100 00 840 00
SCHEDULE II		Loans Repaid to New York Trust Company.....	1,509 00
Gifts for Permanent Purposes:		Investments .....	3,000 00
Scholarships:		Check No. 3143, held in escrow.....	\$10,000 00
Hertzog Fund.....	3,000 00	Corn Exchange Bank.....	1,000 00
Veltin Fund.....	3,000 00		
McLean Fund.....	1,000 00		
To Overdraft on New York Trust Company.....	1,889 38		
			\$121,047 27

The Report of the Treasurer of Teachers College has been examined by MESSRS. PATTERSON, TEELE & DENNIS, Certified Public Accountants, and has been vouchered for by them.

## Teachers College—Financial Statement, 1904-1905

### RECEIPTS

Cash Balance at July 1, 1904:		
Special Funds.....	\$5,658 60	
General Fund.....	1,953 37	
Dividends and Interest.....		\$7,611 97
Fees: Tuition, Matriculation and Graduation.....		15,735 06
Miscellaneous Sources.....		272,092 12
Gifts for Designated Purposes.....		13,641 20
Gifts for General Purposes.....		33,134 98
Gifts for the College Debt Fund.....		55,520 00
Additions to Permanent Funds.....		213,000 00
Additions to Special Loan Funds.....		465,739 15
Total Receipts.....	1,209 36	738,603 49
		\$1,047,683 84

### DISBURSEMENTS

Educational Administration:		
Educational Administration and Instruction and Departmental Appropriation.....	\$281,974 53	
Fellowships and Scholarships.....	8,237 50	\$290,212 03
Buildings and Grounds, Current Expenses.....		
Buildings and Grounds, Current Expenses.....		43,302 36
Library and Museum:		
Bryson Library.....	\$6,071 92	
Educational Museum.....	3,131 14	9,203 06
Business Administration:		
Additions to Buildings and Grounds.....		17,657 97
Investments Acquired.....		185,939 56
Discharge of Liabilities on Mortgage and Notes.....		212,500 00
Miscellaneous.....		3,267 75
Total Expenditures.....		1,006,068 05
Cash Balance at June 30, 1905:		
Special Funds.....	\$39,869 23	
General Fund.....	1,746 56	
		<u><u>\$41,615 79</u></u>

**PRINCIPAL AND INVESTMENT OF SPECIAL FUNDS TOGETHER WITH THE UNINVESTED  
BALANCES AS AT JUNE 30, 1905**

	Principal	Invested Securities	Invested in Horace Mann School Buildings	Uninvested
Caroline L. Macy Bequest.....	\$193,800 00	\$145,755 36	\$45,431 25	\$2,613 39
Bryson Library Fund.....	76,000 00	76,000 00		
Bryson Library Avery Collection Fund.....	2,000 00	2,000 00		
Kemp Estate Legacy Fund.....	10,000 00	10,000 00		
Hoadley Scholarship Fund .....	3,000 00	3,000 00		
Tileston Scholarship Fund.....	2,544 69	2,453 75	.....	90 94
Caroline Scholarship Fund .....	5,027 08	5,027 08		
General Endowment Fund .....	15,000 00	15,000 00		
Rockefeller Endowment Fund .....	250,000 00	216,395 32	.....	33,604 68
	<b>\$557,371 77</b>	<b>\$475,631 51</b>	<b>\$45,431 25</b>	<b>\$36,309 01</b>

**PRINCIPAL AND INVESTMENT (LOANED STUDENTS) OF SPECIAL LOAN FUNDS TOGETHER WITH  
THE UNINVESTED BALANCES JUNE 30, 1905**

	Principal	Loaned Students	Uninvested
Ruth Loan Fund.....	\$5,419 82	\$4,108 00	\$1,311 82
General Loan Fund .....	4,774 75	3,470 00	1,304 75
	<b>\$10,194 57</b>	<b>\$7,578 00</b>	<b>\$2,616 57</b>

**PRINCIPAL AND INVESTMENT OF PERMANENT FUNDS TOGETHER WITH THE ADDITIONAL  
AMOUNTS INVESTED IN BUILDINGS AND GROUNDS FOR THE YEAR ENDED  
JUNE 30, 1905, AND THE UNEXPENDED BALANCES OF PRINCIPAL  
OF SAID FUNDS AS AT JUNE 30, 1905**

	July 1, 1904	Principal Additions For Year	Total	Disposition of Principal		Other than Principal Invested	Total Invested in Property
				Invested In Property	Uninvested Balance		
College Grounds.....	\$432,000 00	*\$92,703 00	\$524,703 00	\$524,703 00	.....	.....	\$524,703 00
Main Building.....	411,390 09	*131,000 00	542,390 09	542,390 09	.....	.....	542,390 09
Milbank Memorial Hall.....	256,870 89	.....	256,870 89	256,870 89	.....	.....	256,870 89
Macy Memorial Hall.....	252,233 03	.....	252,233 03	252,196 38	\$36 65	.....	252,196 38
Horace Mann School.....	368,093 71	+30,000 00	398,093 71	398,093 71	.....	§345,431 25	443,324 96
Physical Education Bldg.,....	209,300 00	#185,739 15	395,019 15	395,019 15	28 87	.....	395,019 28
Speyer Sch. (Land and Bldg.)	133,024 47	.....	133,024 47	132,915 57	108 90	.....	132,915 57
College Greenhouse.....	1,200 00	.....	1,200 00	1,200 00	.....	.....	1,200 00
	\$2,064,112 19	\$139,442 15	\$2,503,554 34	\$2,503,379 92	\$174 42	§45,431 25	\$2,548,811 17

\* Transferred from Principal of the College Debt Fund.

† Gift of V. Everit Macy.

‡ Gift of Mrs. F. F. Thompson.

§ Part of the Principal of the Caroline L. Macy Bequest, temporarily invested in the Horace Mann School Building.

# College of Pharmacy—Financial Statement

From June 1, 1904, to June 30, 1905, being 13 months

## RECEIPTS

	DISBURSEMENTS
Balance on hand.....	\$639 66
Students' Fees:	
Full course tickets.....	37,735 00
Quiz tickets.....	155 00
Post Graduate tickets.....	1,425 00
Pharmacy Laboratory tickets.....	36 00
Analytical Chemical Laboratory tickets.....	692 00
University Course tickets.....	525 00
Microscopic Laboratory tickets.....	50 00
Chemistry Lecture Course ticket.....	25 00
Pharmacognosy Laboratory ticket.....	25 00
Physics Lecture ticket.....	25 00
Membership dues and initiations.....	605 00
Laboratory breakage.....	760 81
Supplies used by Board of Pharmacy.....	651 65
Fees and fines from Board of Pharmacy.....	5,156 62
From sinking fund for Mortgage reduction.....	12,100 00
From students for Examination.....	1,515 00
	<u><u>\$62,371 74</u></u>
Educational administration.....	\$26,382 62
Care of buildings and grounds.....	5,023 75
Library .....	1,088 80
Business administration.....	90 91
Interest.....	5,225 00
Reduction of Mortgage.....	20,000 00
For exhibit at St. Louis fair.....	57 18
Commencement .....	168 26
Committee on New Members.....	79 50
Summer Microscopical Laboratory.....	25 00
Auditing Treasurer's accounts.....	25 00
	<u><u>4,205 72</u></u>
June 30, 1905:	
Balance in Lincoln Trust Co.....	\$4,200 00
Balance in Garfield Bank.....	5 72













